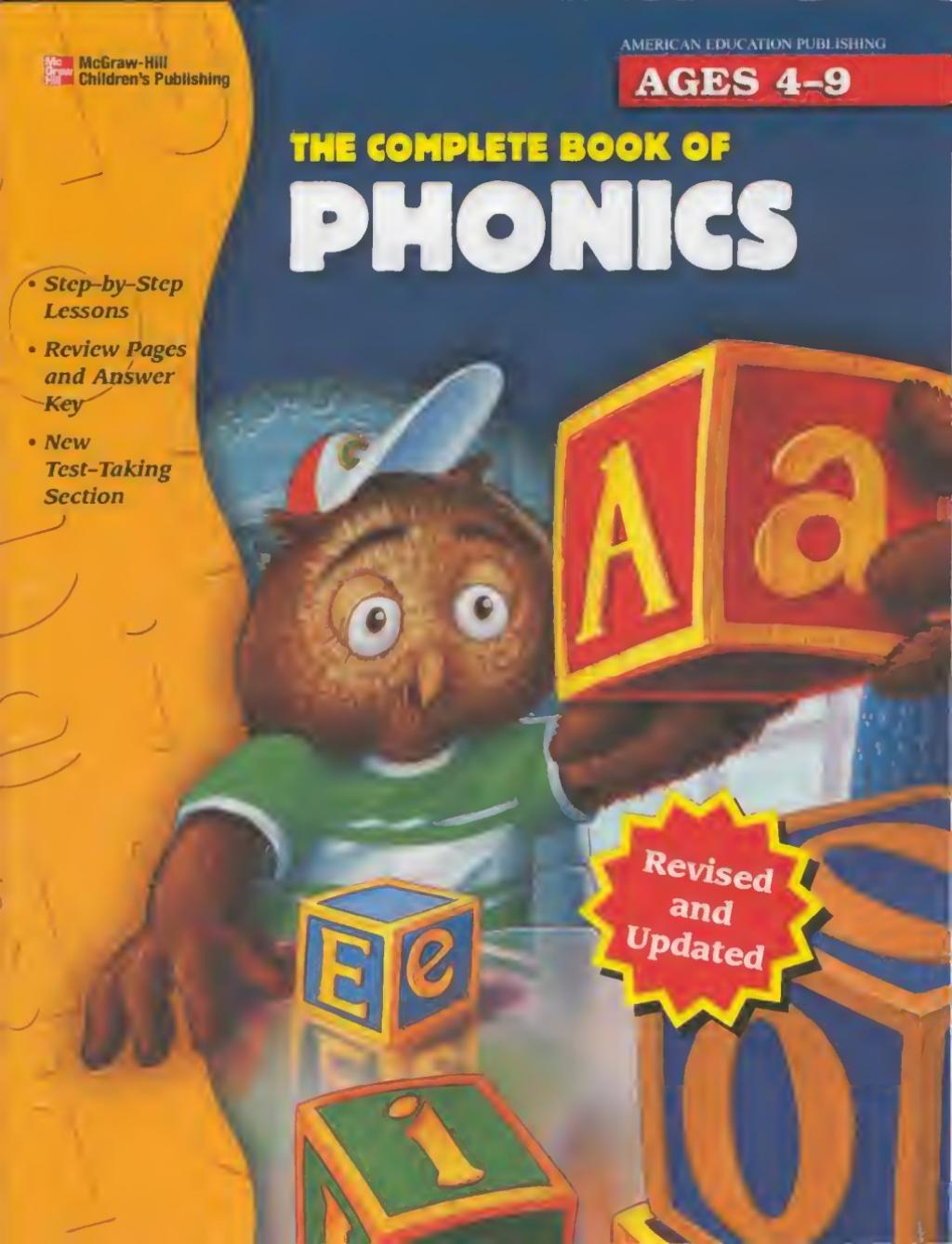


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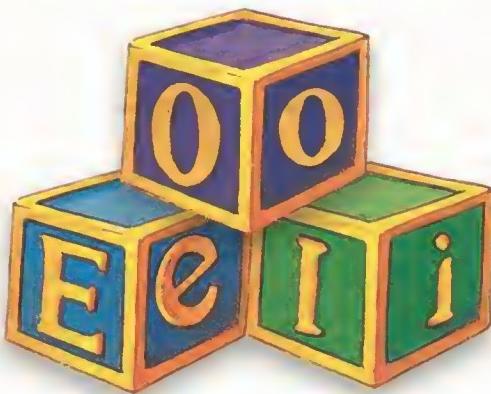
THE COMPLETE BOOK OF **PHONICS**

- Step-by-Step Lessons
- Review Pages and Answer Key
- New Test-Taking Section



Revised
and
Updated

THE COMPLETE BOOK OF PHONICS



McGraw-Hill
Children's Publishing 
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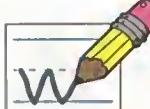
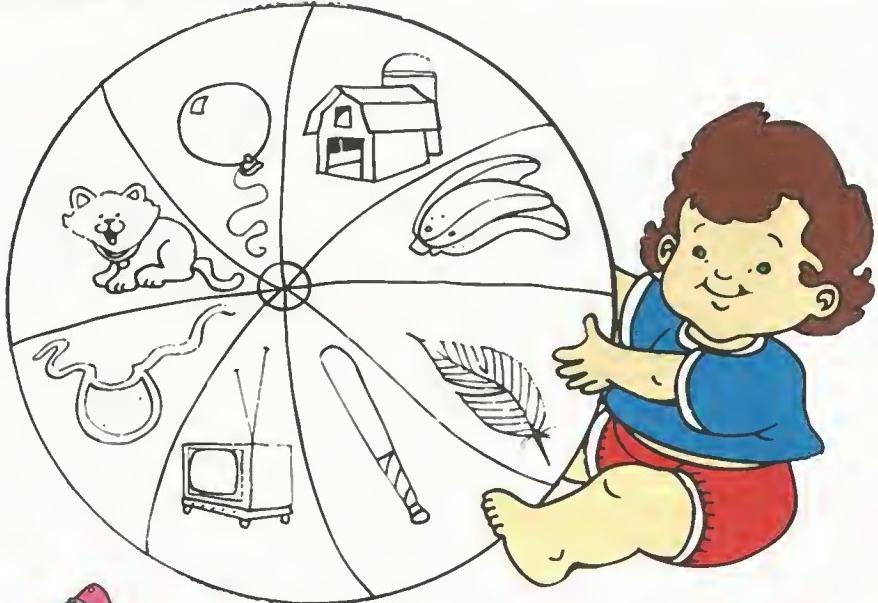
Beginning Consonant Bb

The baby wants to bounce the ball.



B b ball

Directions: Say each picture name. If the picture name begins with the same sound as **ball**, color the space.



Can the baby bounce the big beach ball? Could you bounce it?
What are some things you can do now that you couldn't do
when you were a baby?

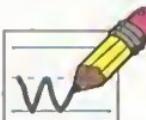
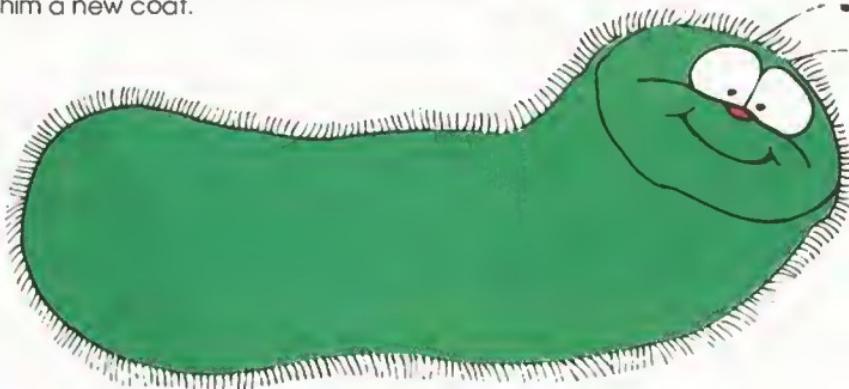
Beginning Consonant Cc

Cody Caterpillar needs a warm, cozy coat.



C c caterpillar

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **caterpillar**, paste it on Cody to make him a new coat.

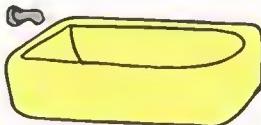


Cocoa and cookies, cuddling your cat . . . What makes you feel warm and cozy?



Beginning Consonant Tt

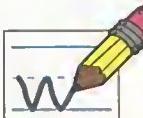
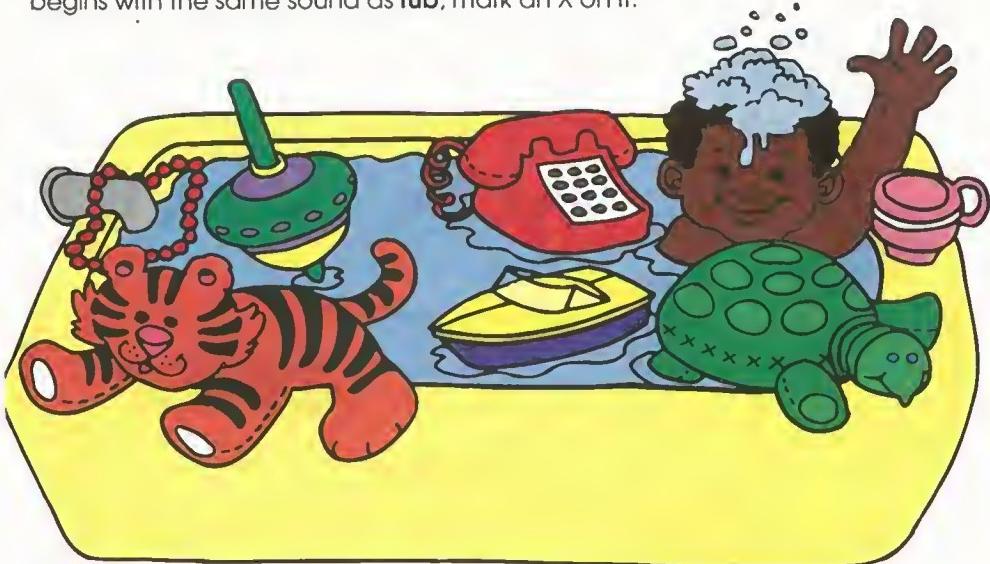
Tommy put too many toys in the tub.



T t

tub

Directions: Say the picture name for each toy in the tub. If the picture name begins with the same sound as **tub**, mark an X on it.

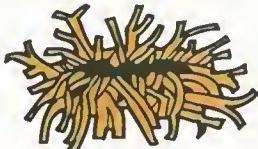


What are your favorite tub toys?



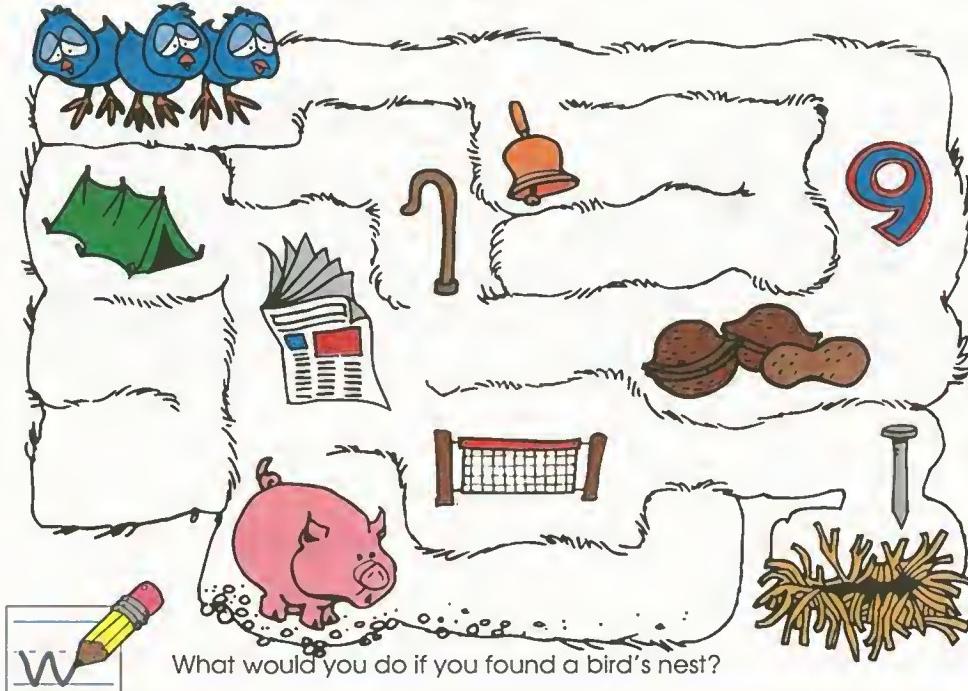
Beginning Consonant Nn

The sleepy baby birds want to nap in their nest.



N n nest

Directions: Help the birds find their nest. Follow the path with the pictures whose names begin with the same sound as **nest**.



What would you do if you found a bird's nest?



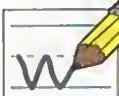
Beginning Consonant Pp

Pam packs her panda for a sleepover.



P p panda

Directions: Pam only packs things whose names begin with the same sound as **panda**. What else will she pack? Say the picture names. Draw a line from Pam to each picture whose name begins with the same sound as **Pam** and **panda**.



Make a list of things you need for a sleepover. Use your list the next time you pack.



Review Beginning Consonants

**B b****C c****T t****N n****P p**

Directions: Look at the letter at the beginning of each row. Then say each picture name. Circle each picture whose name begins with the sound the letter stands for.

B				
C				
T				
N				
P				



Review Beginning Consonants

Directions: Say each picture name. Circle the letter that stands for the beginning sound.

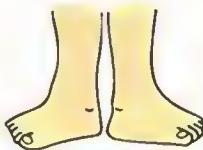
P T	B P	N C	B T
N B	T N	T B	T P
P B	C P	C B	T C
T P	N C	N P	B P
B C	P N	C B	C T

Ending Consonants

Directions: Say each picture name. Fill in the circle next to the letter that stands for the **last** sound.



crab



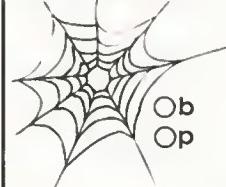
feet



horn



mop

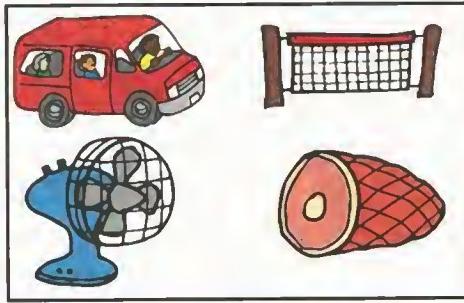
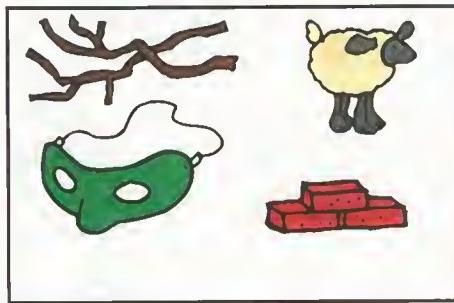
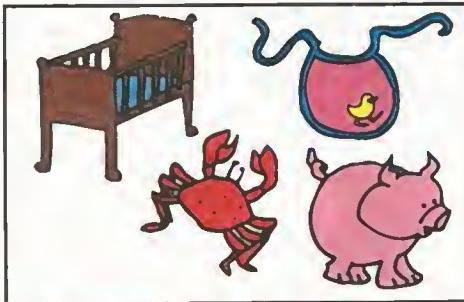
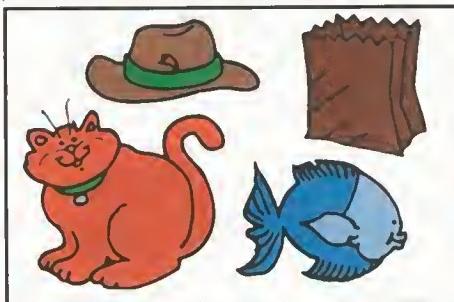
Ot
OpOn
ObOb
OtOp
OnOn
OpOp
ObOp
OtOp
OnOp
ObOn
OpOt
OnOb
Op

Rhyming Words

The busy man pours the soup from the can into the pan.



Directions: Words that have the same ending sounds, like **man** and **pan**, are called **rhyming words**. Say the names of the pictures. In each box circle the pictures that have rhyming names.



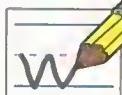
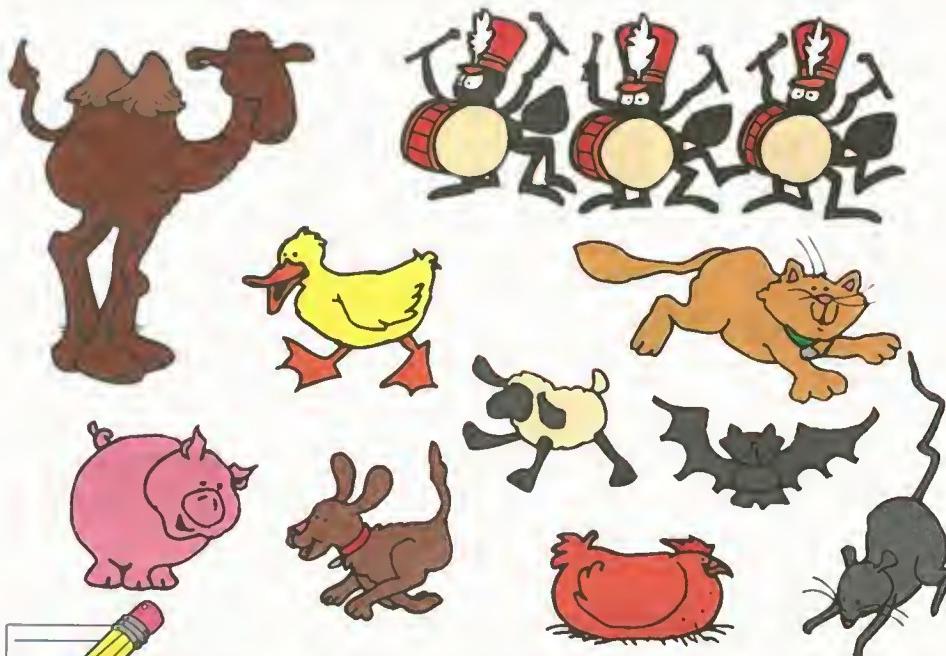


Short Vowel a

The band of ants play rat-a-tat-tat!



Directions: Short a is the sound you hear at the beginning of the word **ants**. Only animals whose names have the **short a** sound can play in the ants' band. Say each picture name. Circle the picture if you hear the **short a** sound.



If the animal band marched past your house, what would you do?

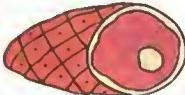


Short Vowel a

Directions: Say each picture name. Write **a** if you hear the short **a** sound.



m p



h m



c p



b b

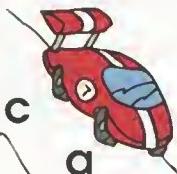


f x



c t

Directions: Use a toy car or pretend your finger is a car at the top of each hill. Smoothly move your finger or car down the hill as you blend the letter sounds to say the name of the picture. Then trace its name on the line.



cap



bat



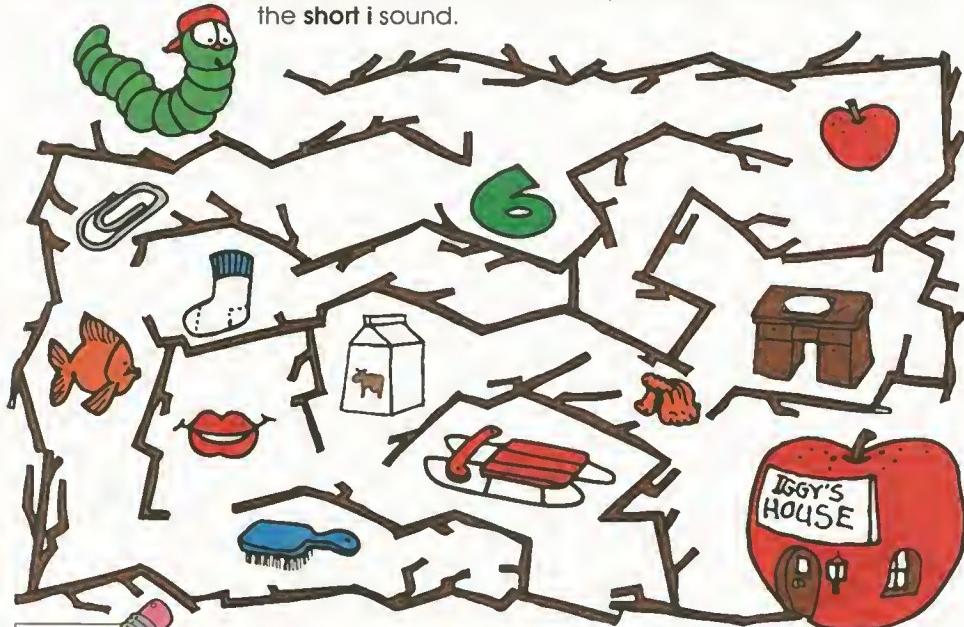
Short Vowel i

Help Iggy Inchworm crawl around the twigs to his home.



inchworm

Directions: Short i is the sound you hear at the beginning of the word **inchworm**. Say each picture name. Follow the path with the pictures whose names have the **short i** sound.



If you bit into Iggy's house, what would Iggy say to you?



Short Vowel i

Directions: Use a toy car or your finger to smoothly blend the letter sounds to read each word. Write the word on the line.

b

i

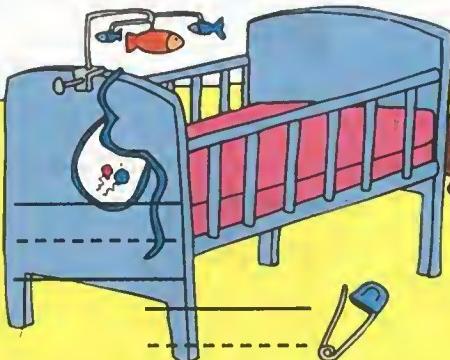
b

p

i

n

Directions: Write the word from above that names each picture. Then find three other things in the picture whose names have the short i sound and circle them.



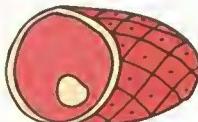


Review Short Vowels a and i

Directions: Say each picture name. Circle the letter that stands for the vowel sound you hear.



a i



a i



a i



a i



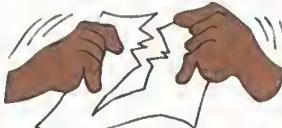
a i



a i



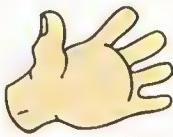
a i



a i



a i



a i



a i



a i



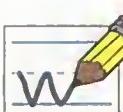
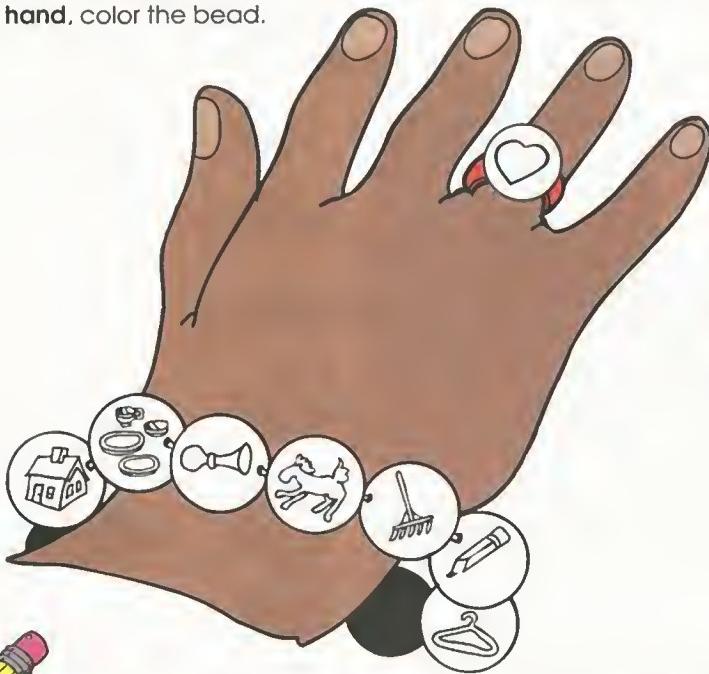
Beginning Consonant Hh

Raise your hand and wave hello!



H h hand

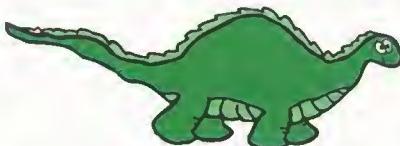
Directions: Say each picture name. If the picture name begins with the same sound as **hand**, color the bead.



How would you say hello to someone who speaks another language?

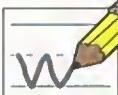
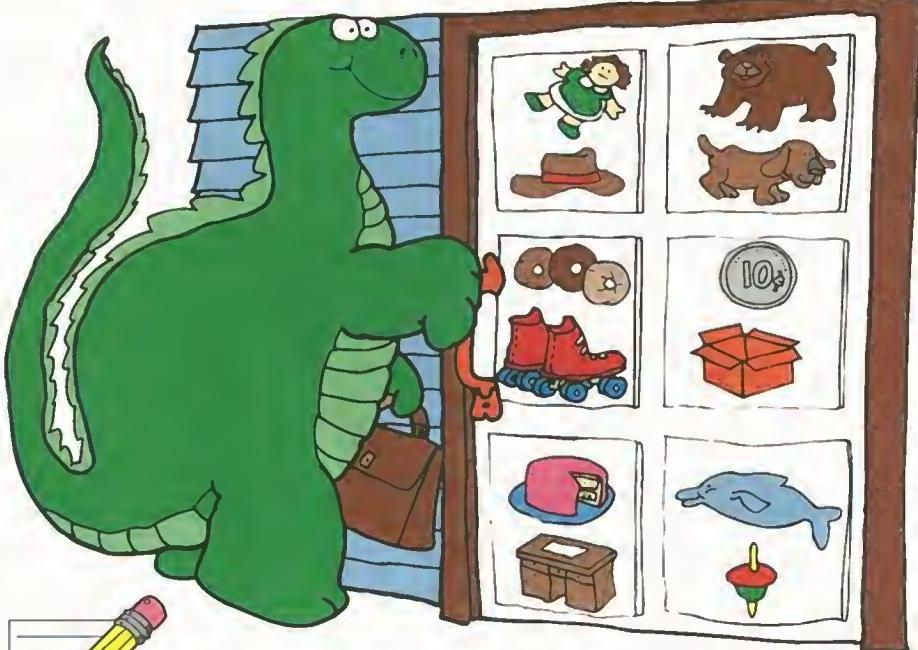
Beginning Consonant Dd

Oh, no! A dinosaur is at the door!



D d dinosaur

Directions: Say the picture names in each box on the door. Circle the picture whose name begins with the same sound as **dinosaur**.



What would you do if a dinosaur came to your door?



Beginning Consonant Rr

The raccoon runs in the rain.

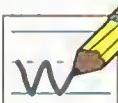
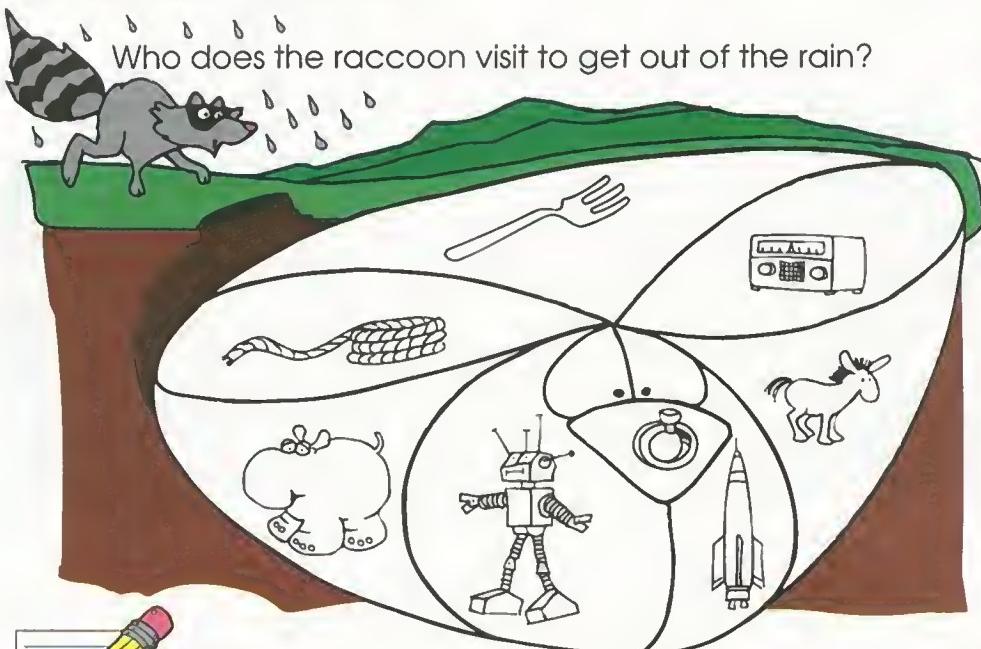


R r

raccoon

Directions: Say each picture name. Color the space if the picture name begins with the same sound as **raccoon**.

Who does the raccoon visit to get out of the rain?



What does it feel like when you run in the rain?

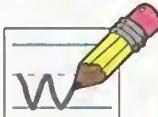
Beginning Consonant Ff

Where do these fussy fireflies land?



F f fireflies

Directions: These fussy fireflies only land on things whose names begin with the same sound as **fireflies**. Cut out the pictures at the bottom. Paste them on things in the picture whose names begin with the same sound as **fireflies**.



If a firefly landed on you, what would you do?





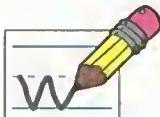
Beginning Consonant Gg

What do you see when you wear goofy goggles?



G g goggles

Directions: Say each picture name. If the picture name begins with the same sound as goggles, circle it.

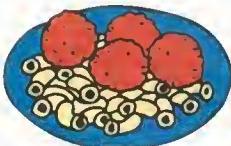


What else might you see through these goofy goggles?



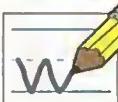
Beginning Consonant Mm

Macaroni and meatballs make Mike messy!



M m macaroni meatballs

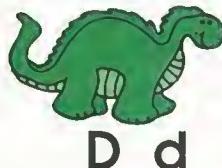
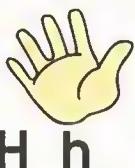
Directions: Say each picture name. If the picture name begins with the same sound as macaroni and meatballs, color the meatball.



What foods make you messy when you eat them?



Review Beginning Consonants



F f

G g

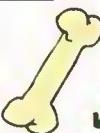
M m

Directions: Look at the letter in each box. Then say each picture name. Circle the picture whose name begins with the sound the letter stands for.

G



D



R



F



M



H



Review Beginning Consonants

Directions: Say each picture name. Listen to the beginning sound. Find the letter that stands for the sound on a crayon. Use your crayons to make each mitten the right color.





Ending Consonants



bed

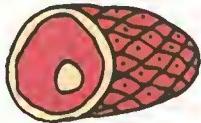


bag



jam

Directions: Write the missing letter to complete each word.



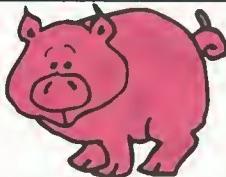
ha



da



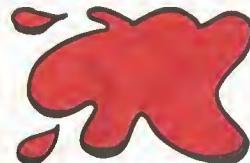
ru



pi



da



re

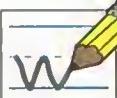
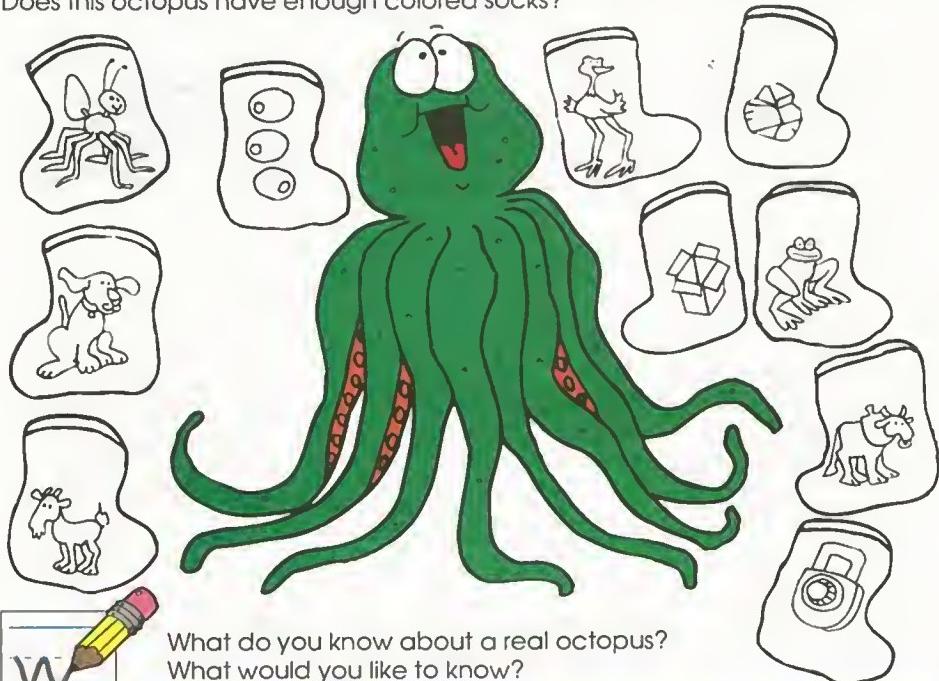
Short Vowel o

This octopus wants socks.



octopus

Directions: Short o is the sound you hear at the beginning of the word **octopus**. Say each picture name. Color the sock if you hear the **short o** sound. Does this octopus have enough colored socks?



What do you know about a real octopus?
What would you like to know?



Short Vowel o

Directions: Say each picture name. Write o if you hear the short o sound.



c t

p n

d g

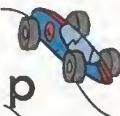


h t

b x

r d

Directions: Use a toy car or pretend your finger is a car at the top of each hill. Smoothly move your finger or car down the hill as you blend the letter sounds to say the name of the picture. Then trace its name on the line.



p o



t

pot



m o p



mop



Short Vowel u

Decorate the big beach umbrella.



umbrella

Directions: Short u is the sound you hear at the beginning of the word **umbrella**. Cut out the pictures at the bottom of the page. Say each picture name. If you hear the **short u** sound, paste the picture on the umbrella.





Short Vowel u

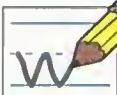
Directions: Use a toy car or your finger to smoothly blend the letter sounds to read each word. Then write it on the line.

p
u
p

b
u
g

m
u
d

Directions: Write the word from above that names each picture.



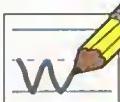
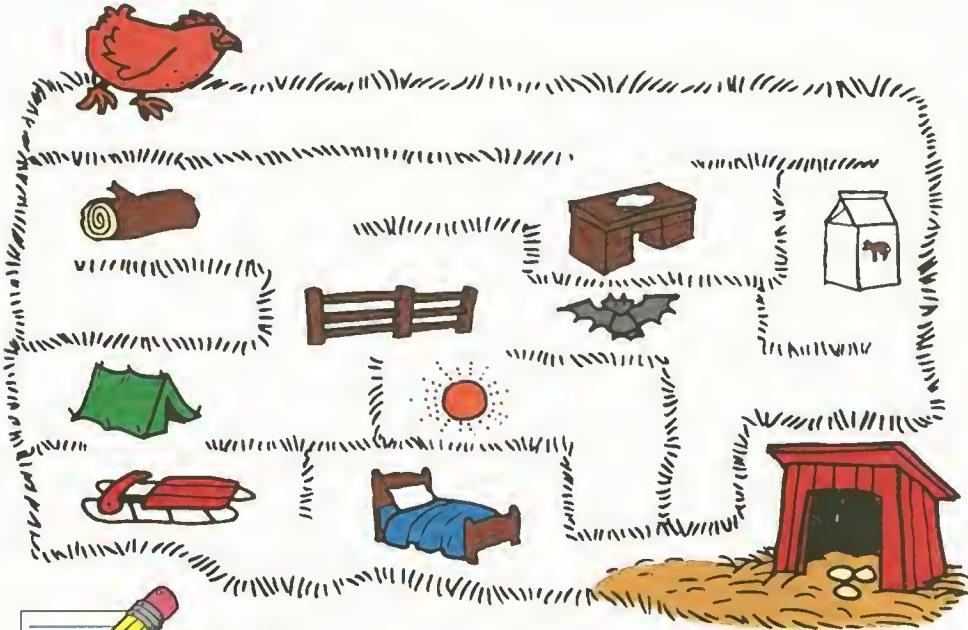
What happened the last time you played in the mud?

Short Vowel e

Help the red hen find her eggs.



Directions: Short e is the sound you hear in the middle of the word **hen**. Follow the path with the pictures whose names have the short e sound.



What if the red hen lived in a rain forest instead of in a pen on a farm? How would her home be different?



Short Vowel e

Directions: Use a toy car or your finger to smoothly blend the letter sounds to read each word. Write the word on the line. Then write the word that names each picture at the bottom.

b

e

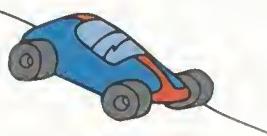
d



n

e

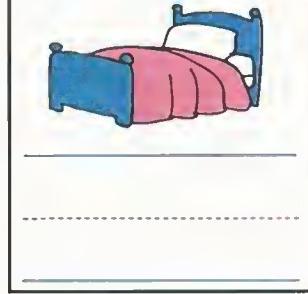
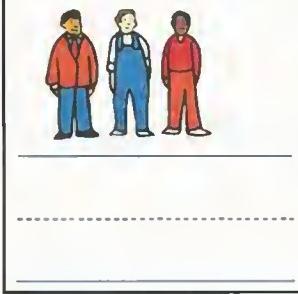
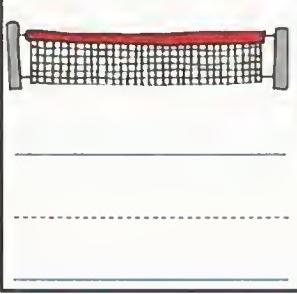
t



m

e

n





Review Short Vowels o, u, e

Directions: Say each picture name. Circle the letter that stands for the vowel sound you hear.



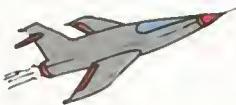
o u e



o u e



o u e



o u e



o u e



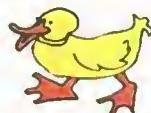
o u e



o u e



o u e



o u e



o u e



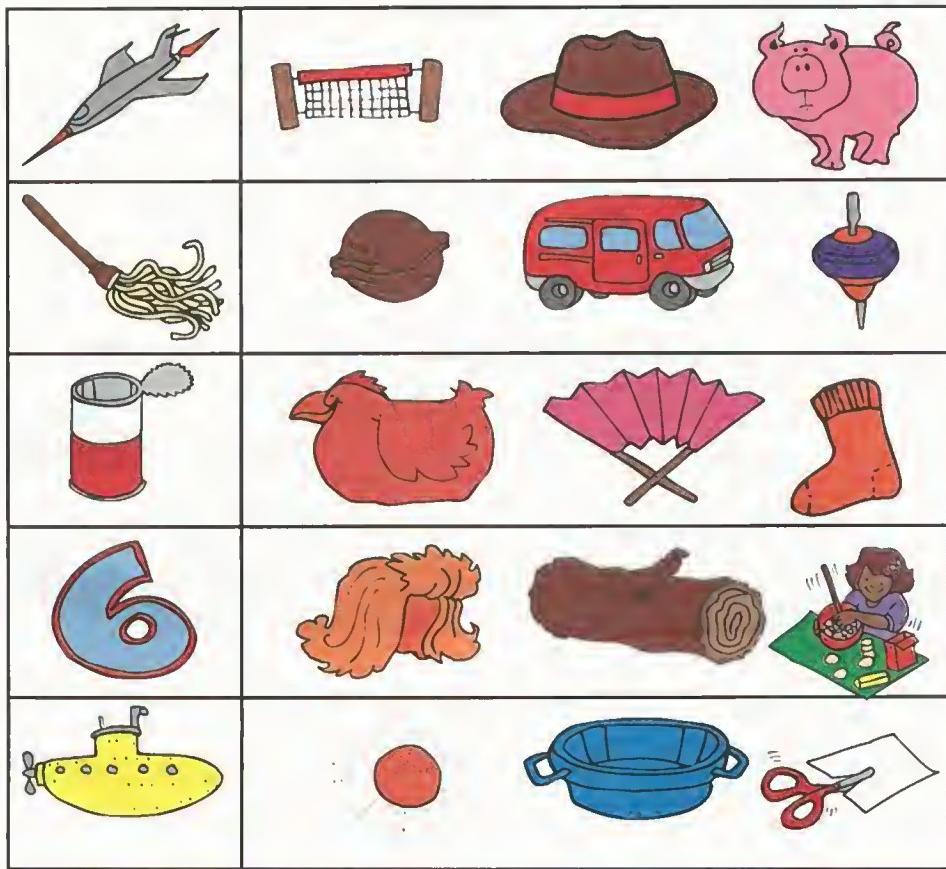
o u e



o u e

Rhyming Words

Directions: Words that have the same ending sounds are called **rhyming words**. Say the names of the pictures. In each row, circle the picture that has the same ending sound as the first picture.



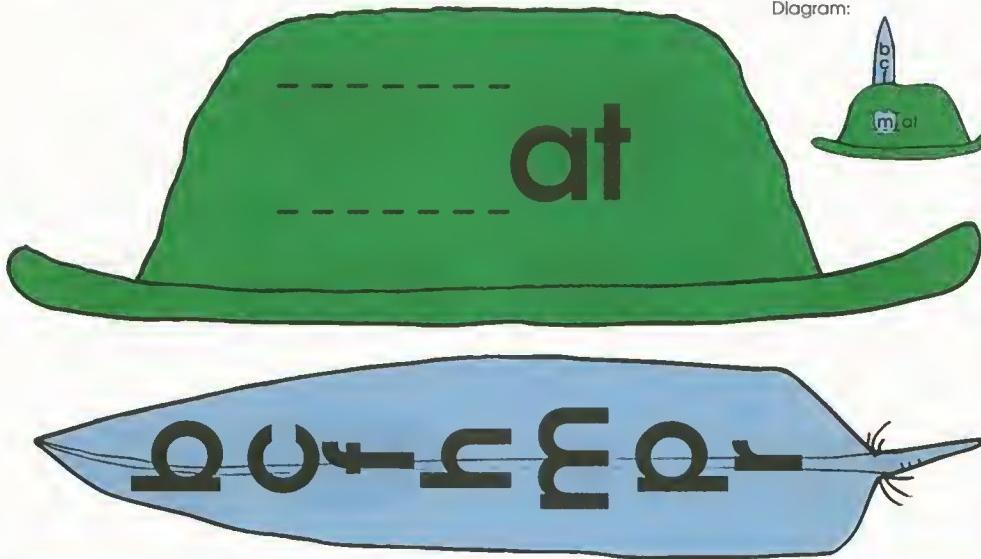
Sound Pattern -at

Pat wears her favorite hat to the costume party.



Directions: Cut out the hat and feather. Cut on the dotted lines to make slits. Slip the feather through the hat. Slide the feather and read each new word.

Diagram:





Sound Pattern -at

Directions: Name each picture. Think about the beginning sound. Write the letter that belongs at the beginning of each word. The first one is done for you.



m h

hat



b m

at



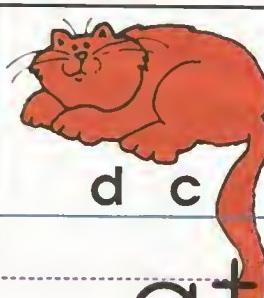
f r

at



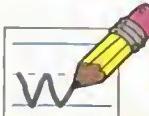
b p

at



d c

at



What does your favorite costume look like?



Sound Pattern -in

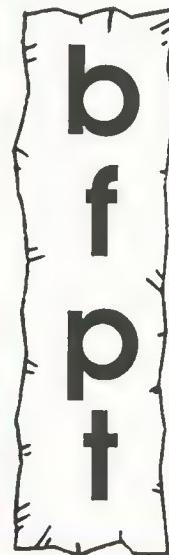
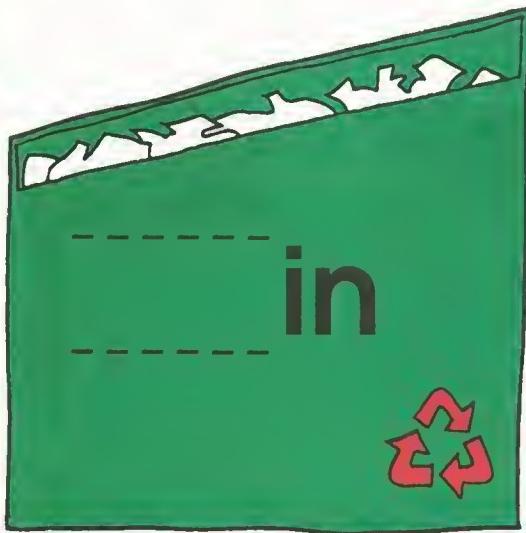
Put used paper in the recycling bin. Help save our earth!



bin

Directions: Cut out the bin and paper. Cut on the dotted lines to make slits. Slip the paper through the slits on the bin. Slide the paper and read each new word.

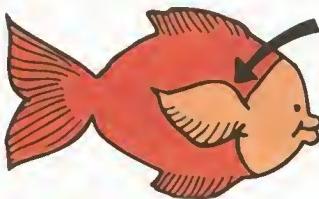
Diagram:





Sound Pattern -in

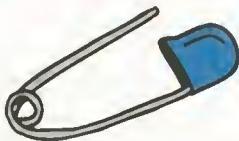
Directions: Name each picture. Read the words. Circle the word that names the picture. Write it on the line.



fin
tin



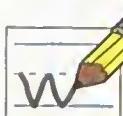
pin
bin



pin
fin



tin
pin

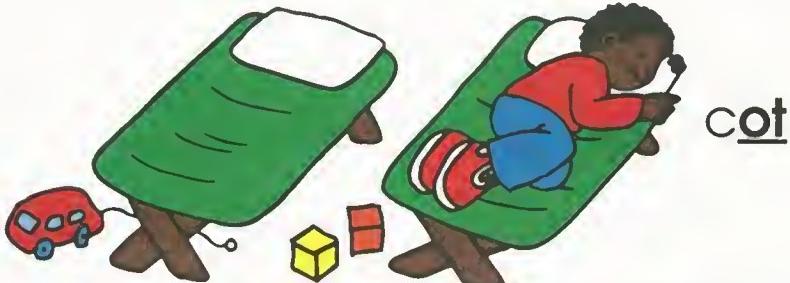


What can you do to help save our earth?



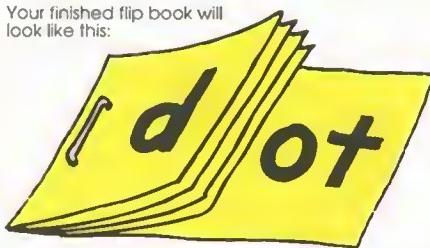
Sound Pattern -ot

The tot naps on a cot.



Directions: You can make a flip book to help you read words. Cut out the cards. Put the big card with the word **cot** on the bottom. Put the letter cards on top of the big card. Staple the cards on the far left side. Then flip the cards and read each word.

Your finished flip book will look like this:



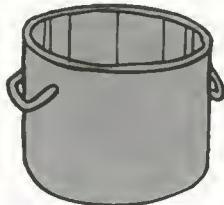
c ot

d g h n p t



Sound Pattern -ot

Directions: Draw a line from each picture to the word that names the picture.



cot



dot



tot



pot

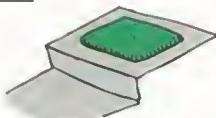
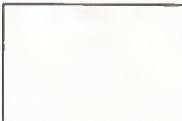


Review Sound Patterns -at, -in, -ot

The tot and the cat reach for the tin.



Directions: Name each picture. Cut out the words at the bottom. Paste each word where it belongs.

**hat****tot****cot****fin****mat**



Review Sound Patterns -at, -in, -ot

cat pot bin

Directions: Read each word at the top of the page. Look at the pictures below. Find a rhyming word that belongs with each picture. Write the rhyming word on the line.



pin



hot



fat



Sound Pattern -ug

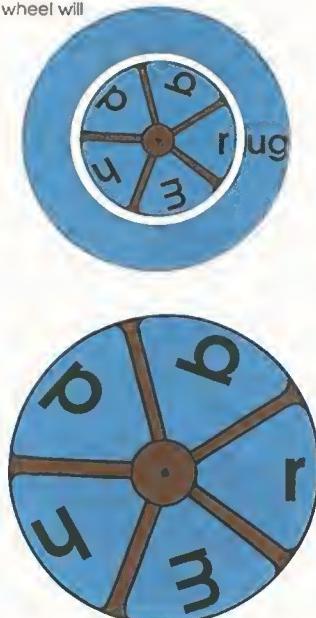
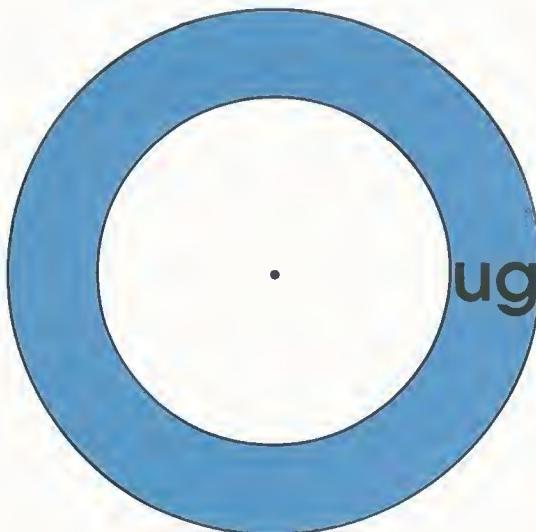
Can you find the bug in this rug?

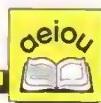


bug

Directions: Cut out the wheels. Put the little wheel on top of the big wheel. Push a straw or a ballpoint pen through the center. Turn the little wheel. How many words can you make?

Your finished word wheel will look like this:





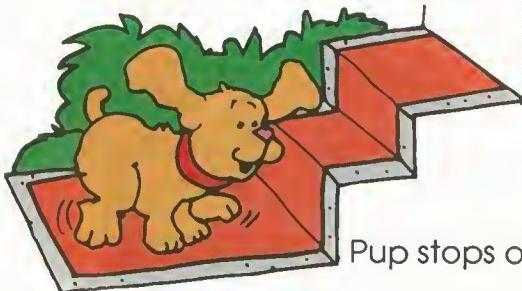
Sound Pattern -ug

Directions: Read each sentence. The pictures will help you. Circle the word that completes the sentence. Then write it on the line.



dug tug

Pup _____ in the mud.



bug rug

Pup stops on the _____.



hug mug

Mom gives Pup a big _____.



Sound Pattern -en

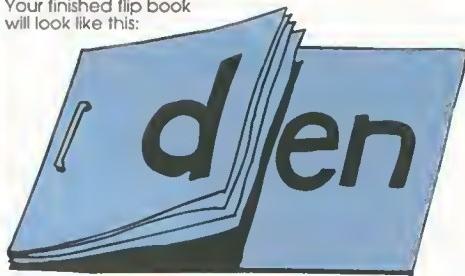
Ken has ten crayons.



ten

Directions: You can make a flip book to help you read words. Cut out the cards. Put the big card with the word **ten** on the bottom. Put the letter cards on top of the big card. Staple the cards on the far left side. Then flip the cards and read each word.

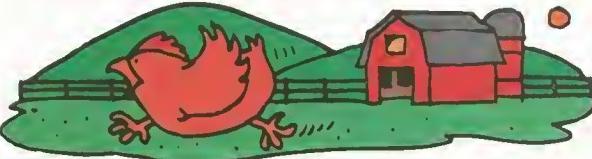
Your finished flip book
will look like this:





Sound Pattern -en

Directions: Read or ask someone to help you read the rhyme. Circle the word that completes each line. Then write the word on the line.



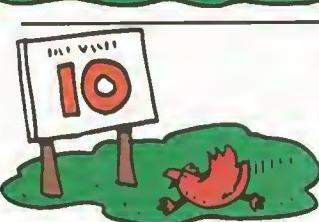
hen den

"I can't find my eggs!" said the little red



pen men

She ran by some



ten hen

She ran by a big



men pen

"My, what a surprise.

They're right here in my



Review Sound Patterns -ug and -en

Directions: Name each picture. Read the question. Circle the word that answers the question. Then write the word.



Is it a **mug** or a **rug**?



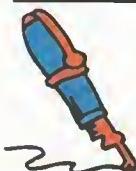
Is it **ten** or a **tan**?



Is it a **bug** or a **tug**?



Is it **hen** or a **hug**?



Is it a **pen** or a **cot**?



Review Sound Patterns -at, -in, -ot, -ug, -en

Directions: Read each sentence. The pictures will help you. Circle and write each word that completes the sentence.

hat bat rat



Dot hit the ball with her _____.



bug rug tug

The friends _____ on the fat rope.



pin tin bin

?

Can Ben hit one more _____?



ten men hen

Some _____ dug and dug.

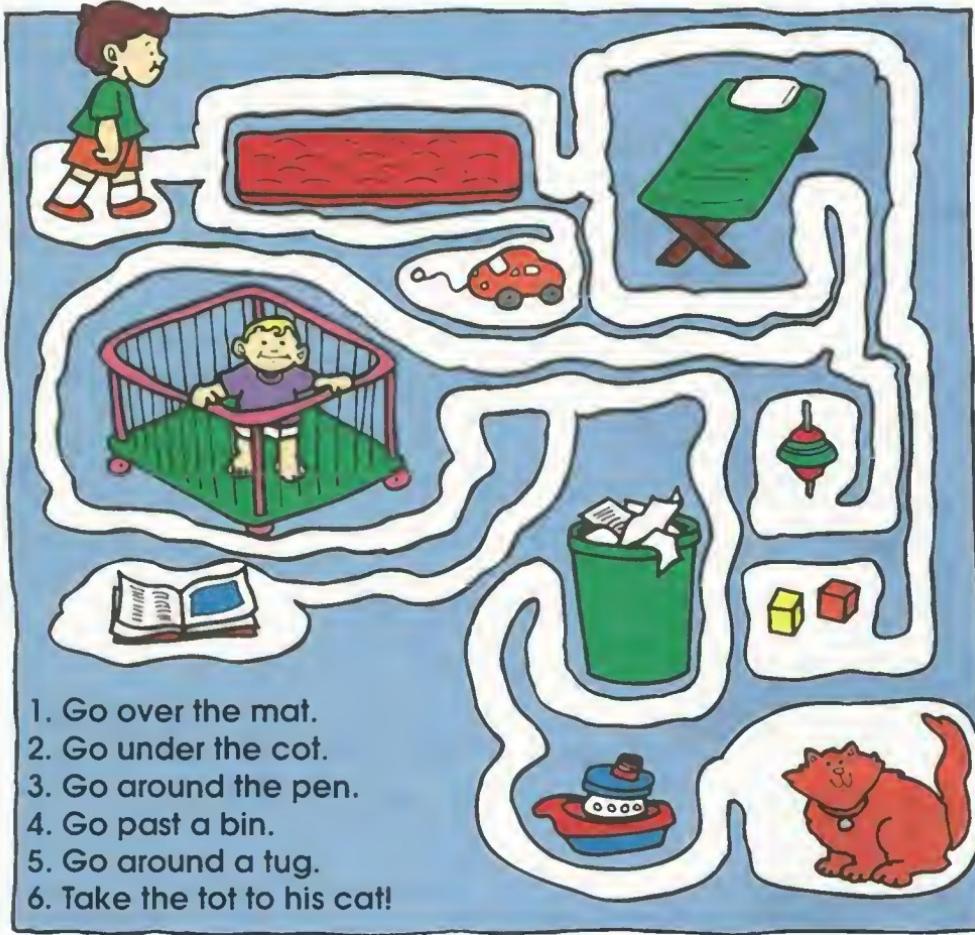


pot dot cot

Pat put the old tin _____ in the bin.

Review Sound Patterns -at, -in, -ot, -ug, -en

Directions: Read the sentences. Follow the path to help the tot find his cat.

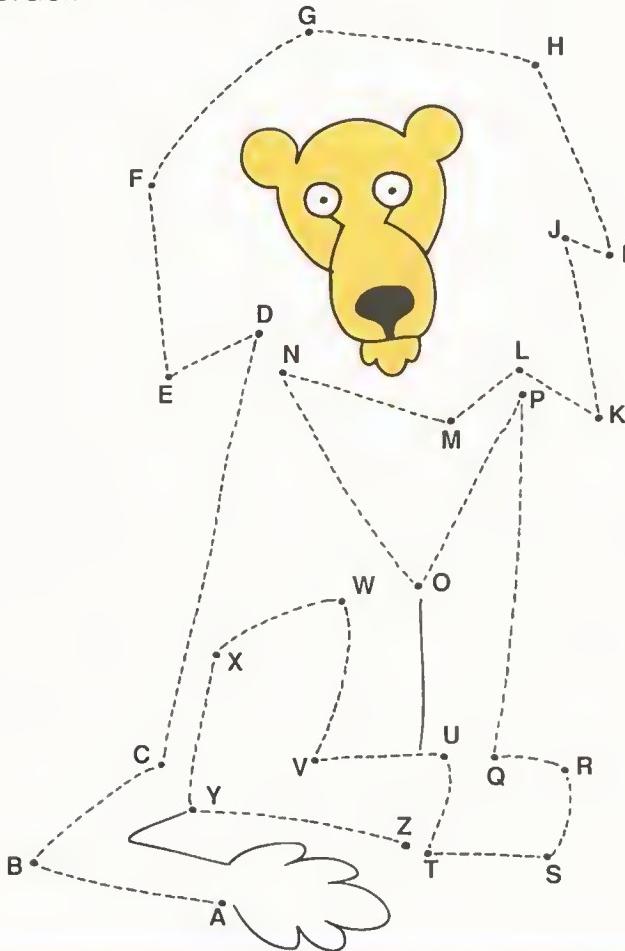


1. Go over the mat.
2. Go under the cot.
3. Go around the pen.
4. Go past a bin.
5. Go around a tug.
6. Take the tot to his cat!



ABC Order

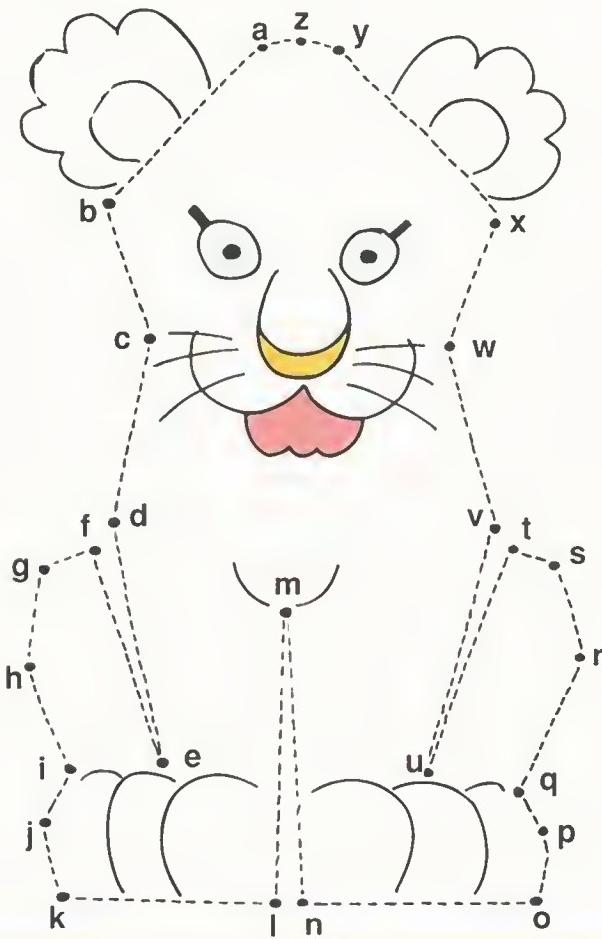
Directions: Draw a line to connect the dots. Follow the letters in ABC order.





abc Order

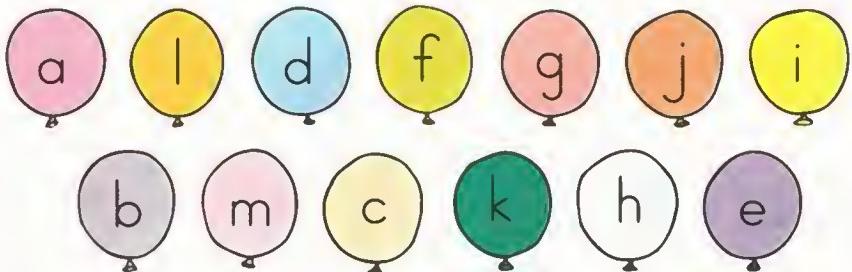
Directions: Draw a line to connect the dots. Follow the letters in abc order.





Matching Upper And Lower Case Letters

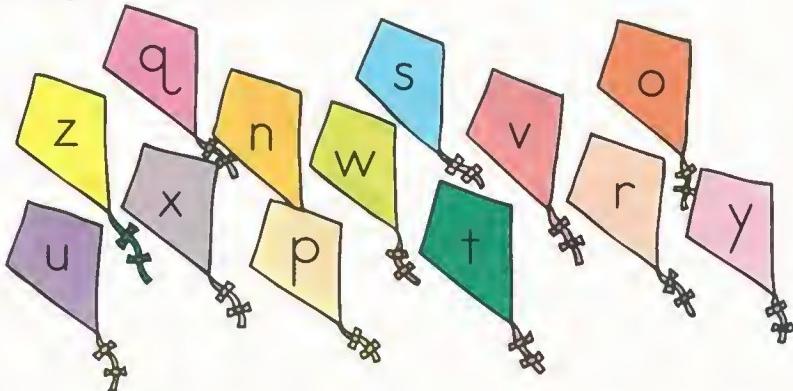
Directions: Draw a line from each upper case letter to its matching lower case letter.





Matching Upper And Lower Case Letters

Directions: Draw a line from each upper case letter to its matching lower case letters.

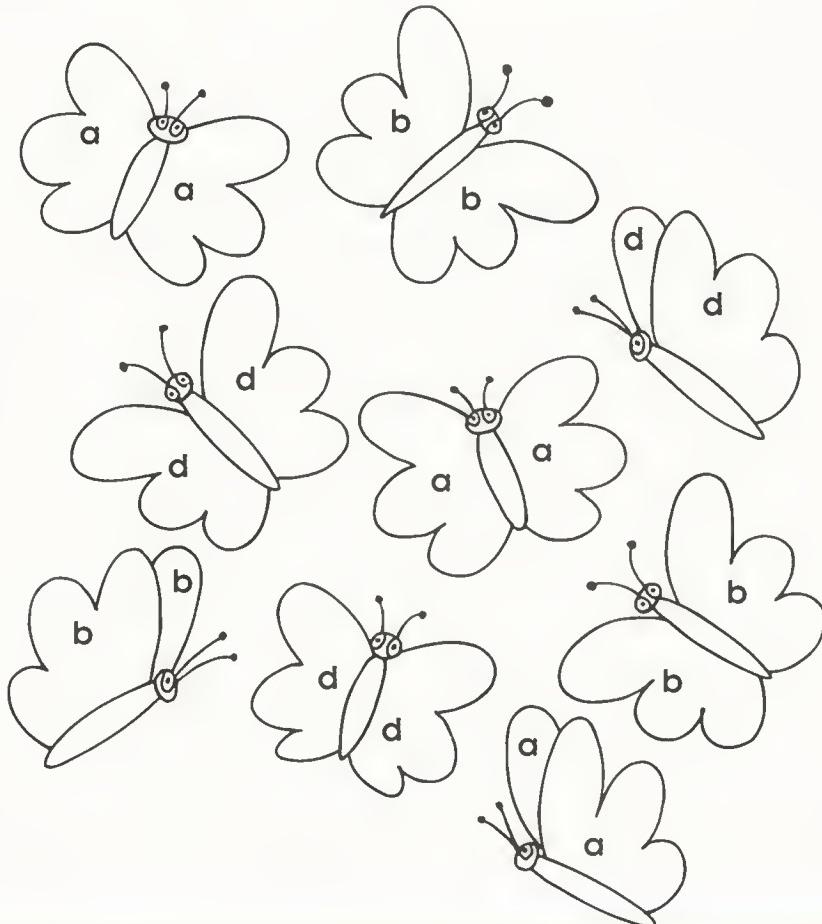




Discrimination Of a, b, d

Directions: Color the butterflies.

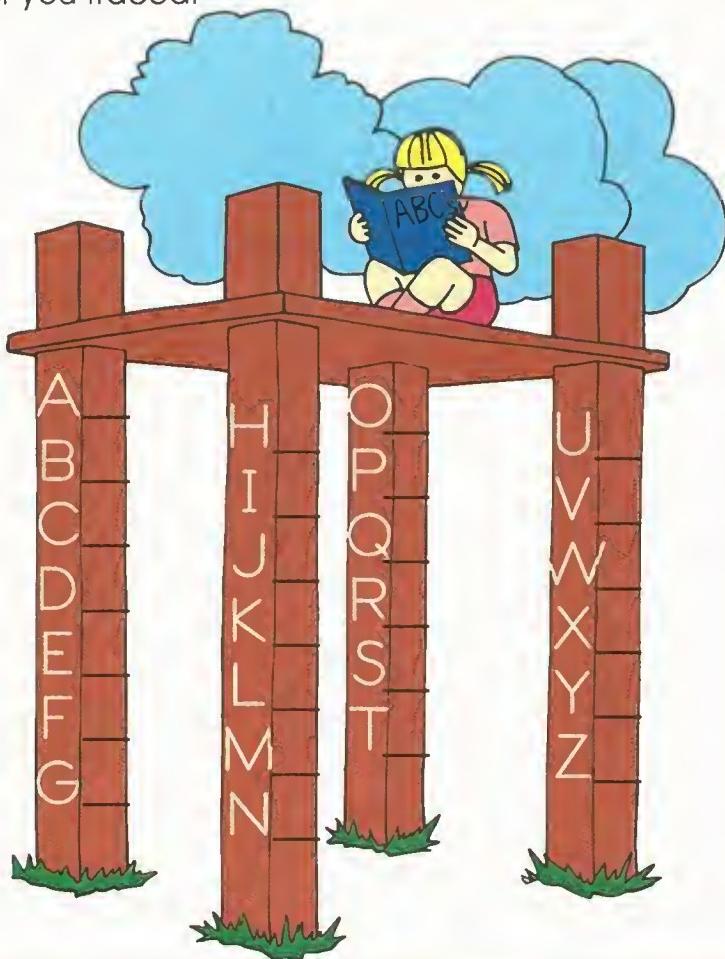
a = yellow, b = orange, d = purple





Writing Upper Case Letters

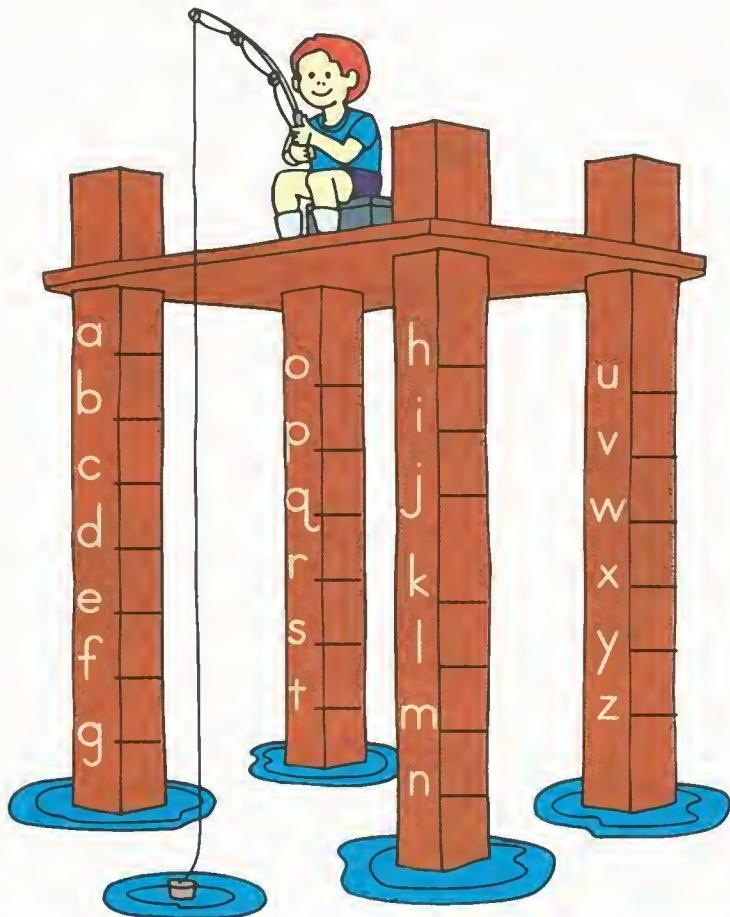
Directions: Trace each letter. Write each letter again next to the letter you traced.





Writing Lower Case Letters

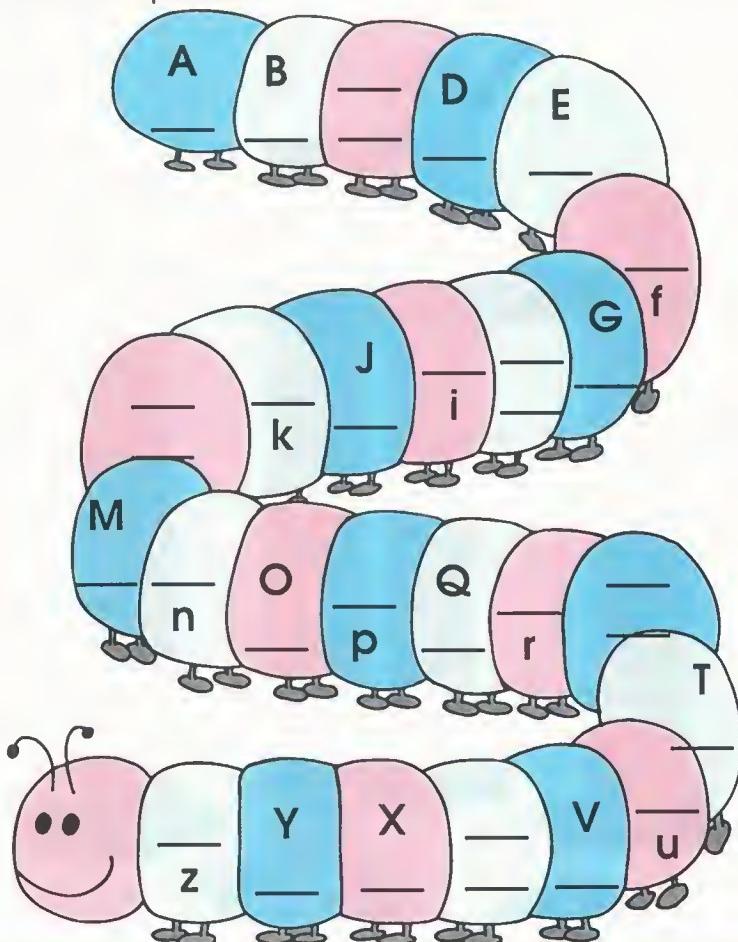
Directions: Trace each letter. Write each letter again next to the letter you traced.





Review

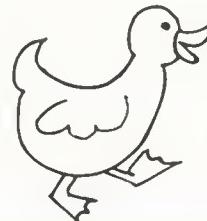
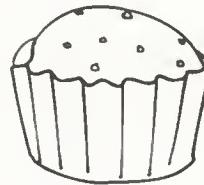
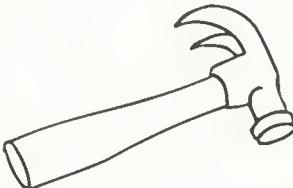
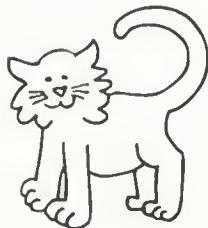
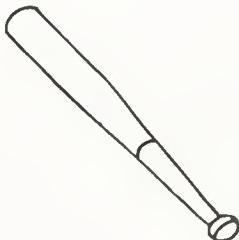
Directions: Fill in the missing upper and lower case letters to complete the alphabet.





Beginning Consonant Sounds Bb, Cc, Dd

Directions: Say the sound that the letters Bb, Cc, Dd make. (Bb = buh, Cc = kuh, Dd = duh). Then say the name of each picture. If the first sound matches the letter, color it blue.



Beginning Consonant Sounds Ff, Gg, Hh

Directions: Say the sounds for the letters Ff, Gg, Hh. (Ff = fuh, Gg = guh, Hh = huh). Draw a circle around the picture if it begins with the letter in the column.

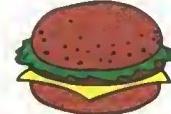
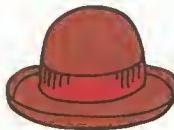
Ff



Gg



Hh

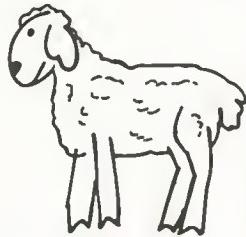




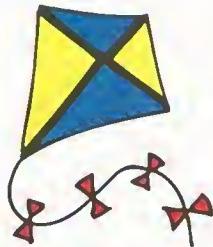
Beginning Sounds Jj, Kk, Ll

Directions: Draw a line from each picture to its beginning letter sound.

Jj



Kk



Ll

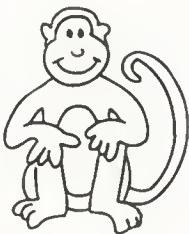




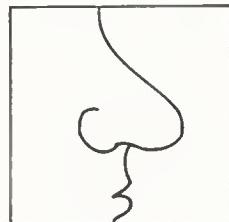
Beginning Consonant Sounds Mm, Nn, Pp

Directions: Say the sound the letters Mm, Nn, and Pp make. (Mm = muh, Nn = nuh, Pp = puh). Color the picture if its beginning sound matches the letter.

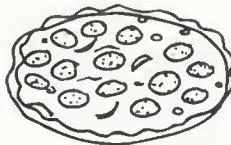
Mm



Nn



Pp

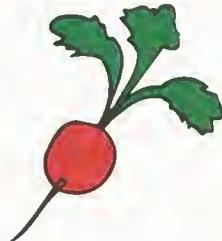




Beginning Consonant Sounds Qq, Rr, Ss

Directions: Say the sound that the letters Qq, Rr, Ss make.
(Qq = quh, Rr = ruh, Ss = sss.) Draw a line from each picture to its matching letter.

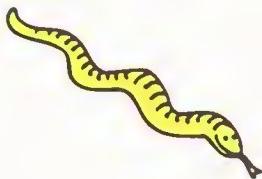
Qq



Rr



Ss



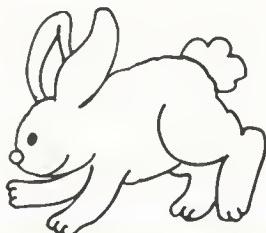
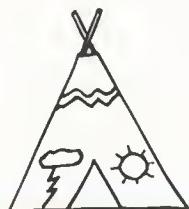
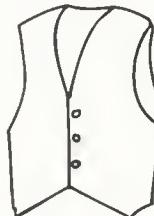
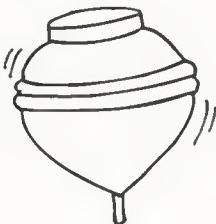
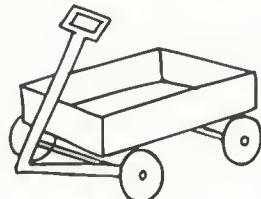
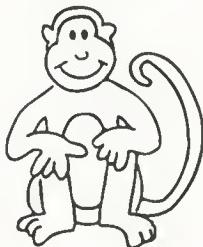
Beginning Consonant Sounds Tt, Vv, Ww

Directions: Say the sound that the letters Tt, Vv, Ww make.
(T t = tuh, Vv = vuuh, Ww = wuh.) Color each picture if it has the same beginning sound as the letter.

T t

V v

W w



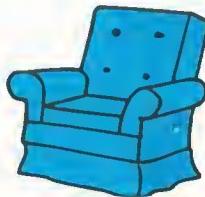
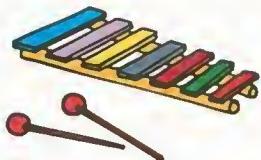


Beginning Consonant Sounds Xx, Yy, Zz

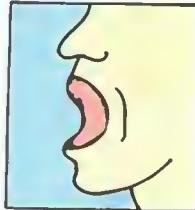
Directions: Say the sound that the letters Xx, Yy, Zz make.

(Xx = zuh, as in xylophone; Yy = yuh; Zz = zuh. Sometimes Xx says its own name, as in xray.) Draw a circle around each picture if its beginning sound matches the letter.

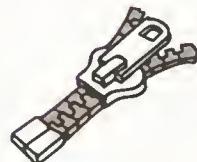
Xx



Yy

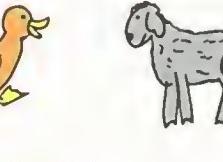
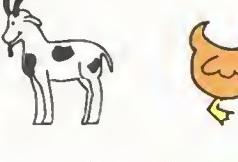
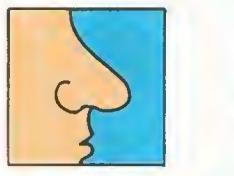
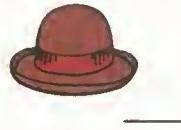
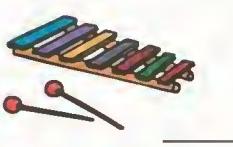


Zz



Review

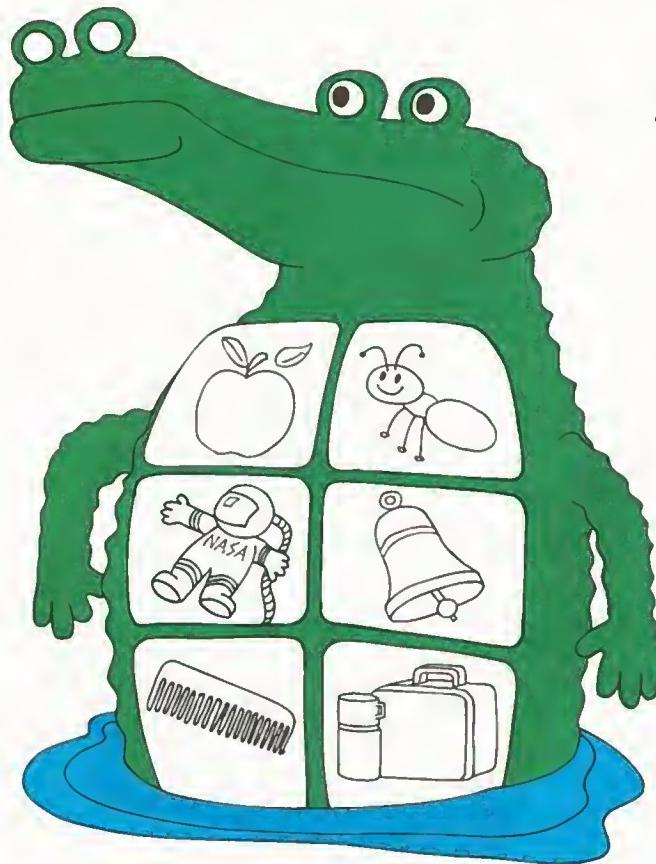
Directions: Look at each picture. Say its name. Write the lower case letter for the beginning sound in each picture.





Beginning Short Vowel Sounds: A

Directions: Say the sound for the letter Aa. (The short vowel sound for Aa is heard at the beginning of the word alligator.) Color the pictures that begin with the short vowel sound.

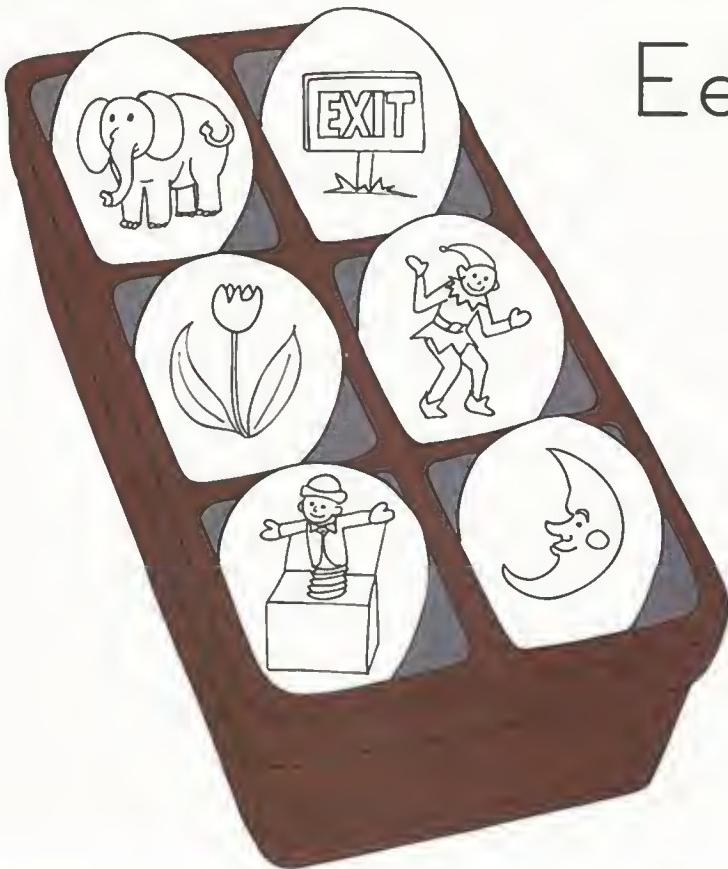




Beginning Short Vowel Sounds: Ee

Directions: Say the short vowel sound for the letter Ee. (It makes the same sound as the "e" in the word egg.) Look at the pictures. Color the pictures if they begin with the sound of the short vowel Ee.

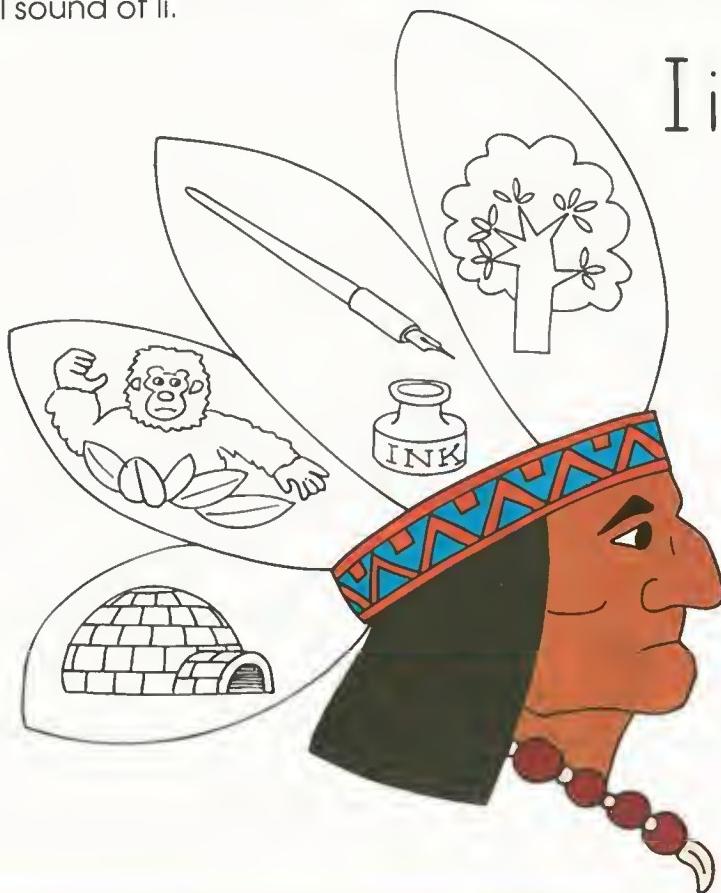
E e





Beginning Short Vowel Sounds: Ii

Directions: Say the short vowel sound for the letter li. (The short vowel sound for the letter li sounds like the "I" in Indian.) Look at the pictures. Color the pictures that begin with the short vowel sound of li.



Beginning Short Vowel Sounds: Oo

Directions: Say the short vowel sound for Oo. (It makes the same sound as the "O" in Oscar.) Look at the pictures. Color the pictures that begin with the sound of Oo.





Beginning Short Vowel Sounds: Uu

Directions: 1) Say the sound for the letter Uu. (It makes the same sound as the "u" in umbrella.) 2) Look at the pictures and say each word. 3) Draw pictures of your uncle, something that goes up and an umbrella.

uncle



Uu

up

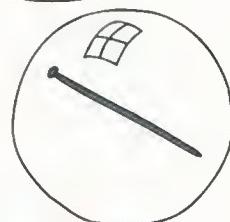
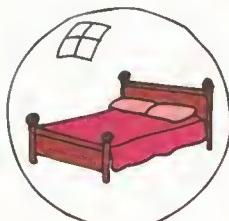
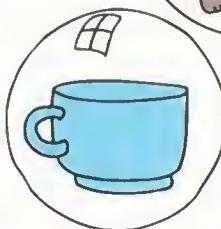


umbrella



Middle Sounds With Short Vowels

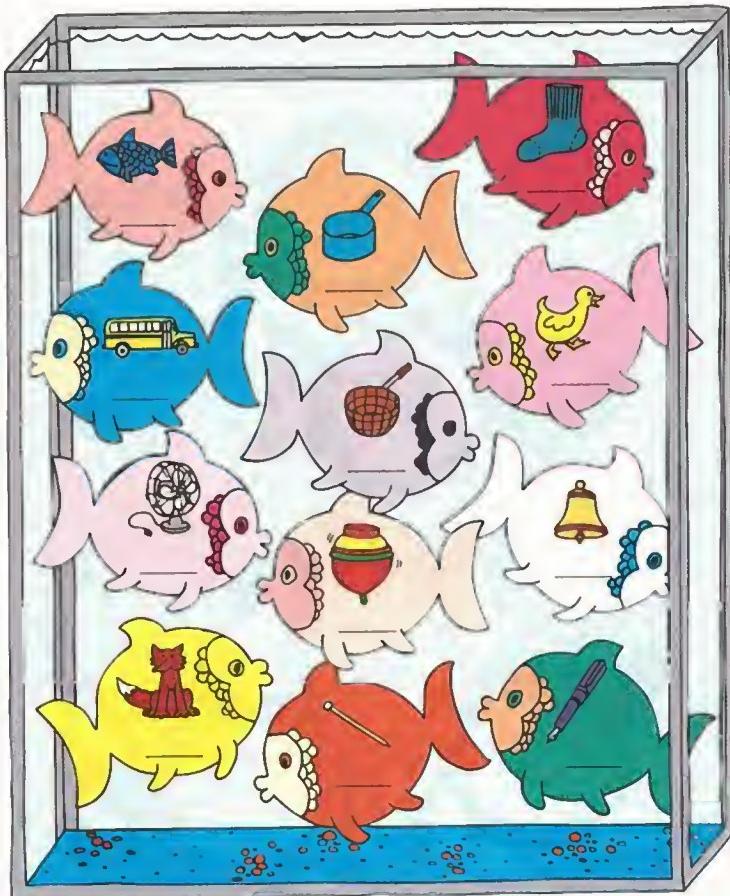
Directions: Say the name of each picture. Listen for the middle sound. Draw a line between the picture and its matching letter.





Middle Sounds: Short Vowel Sounds

Directions: Look at the pictures. Write the letter for the sound you hear in the middle of the word.





Review

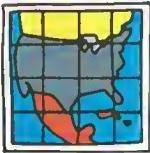
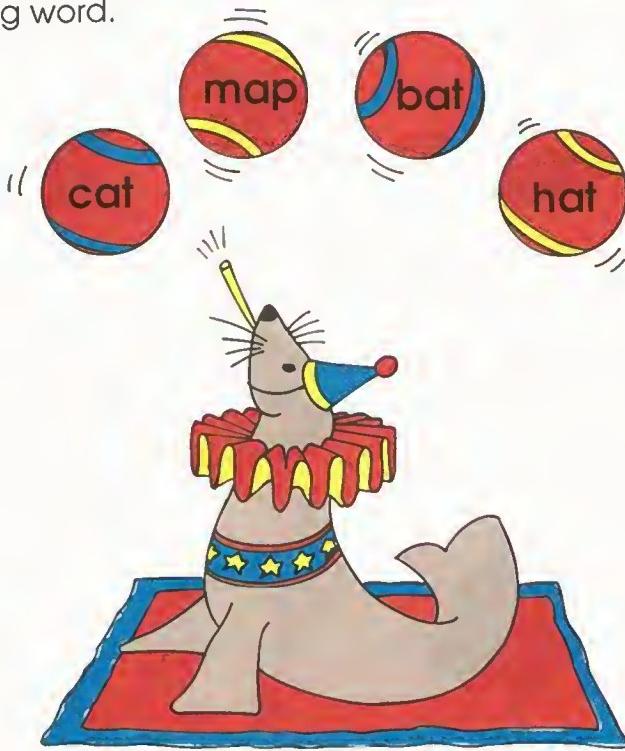
Directions: 1) Look at each picture and say its name. 2) Write the beginning or middle vowel sound that you hear. 3) If you hear the sound at the beginning of the word, color the picture blue. 4) If you hear the sound in the middle of the word, color the picture yellow.





Words With Short Vowel Aa

Directions: Read the words. Draw a line from the picture to its matching word.

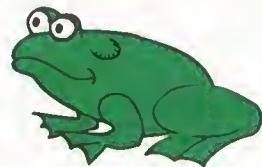
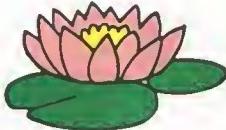




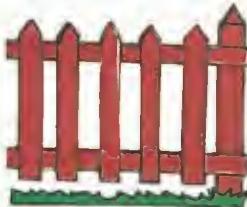
Words With Short Vowel Ee

Directions: Read the words. Circle the picture whose sound has short vowel e.

net



fence



bell



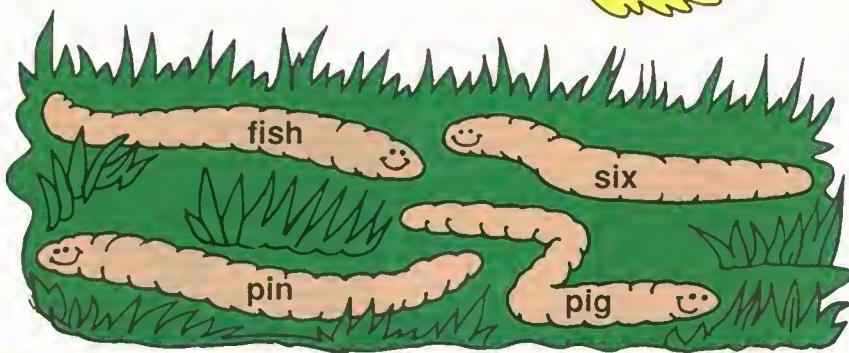
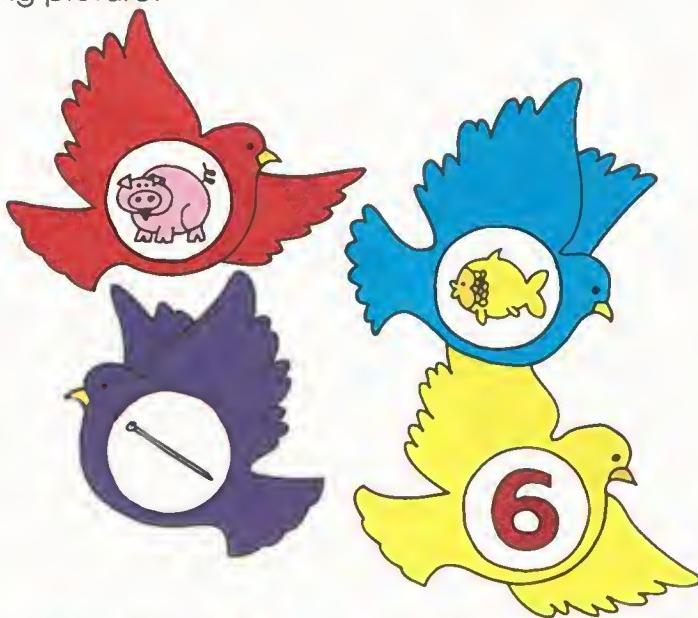
ten





Words With Short Vowel i

Directions: Read the words. Draw a line from each word to its matching picture.





Words With Short Vowel Oo

Directions: Look at the pictures and read the words. Draw a line from each picture to the word that describes it.





Words With Short Vowel Uu

Directions: Look at the pictures and read the words. Draw a line between each picture and the word that describes it.



Review

Directions: Look at the pictures and read the words. Draw a line between each picture and the word that describes it.





Which Are Opposites?

Directions: Draw a line between the opposites.



boy



under



over



sad



in



girl



happy



out



What Belongs?

Directions: Color the pictures in each row that belong together. Draw an X through the one that does not belong.



snowman



sled



skates



ball



dog



jar



rabbit



cat



book



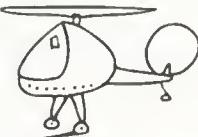
shoe



sock



boot



helicopter



plane



tree



balloon

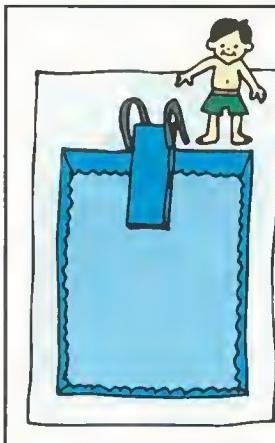
What Comes Before?

Directions: Draw a circle around the small picture that shows what happened right before the pictures in the big boxes.



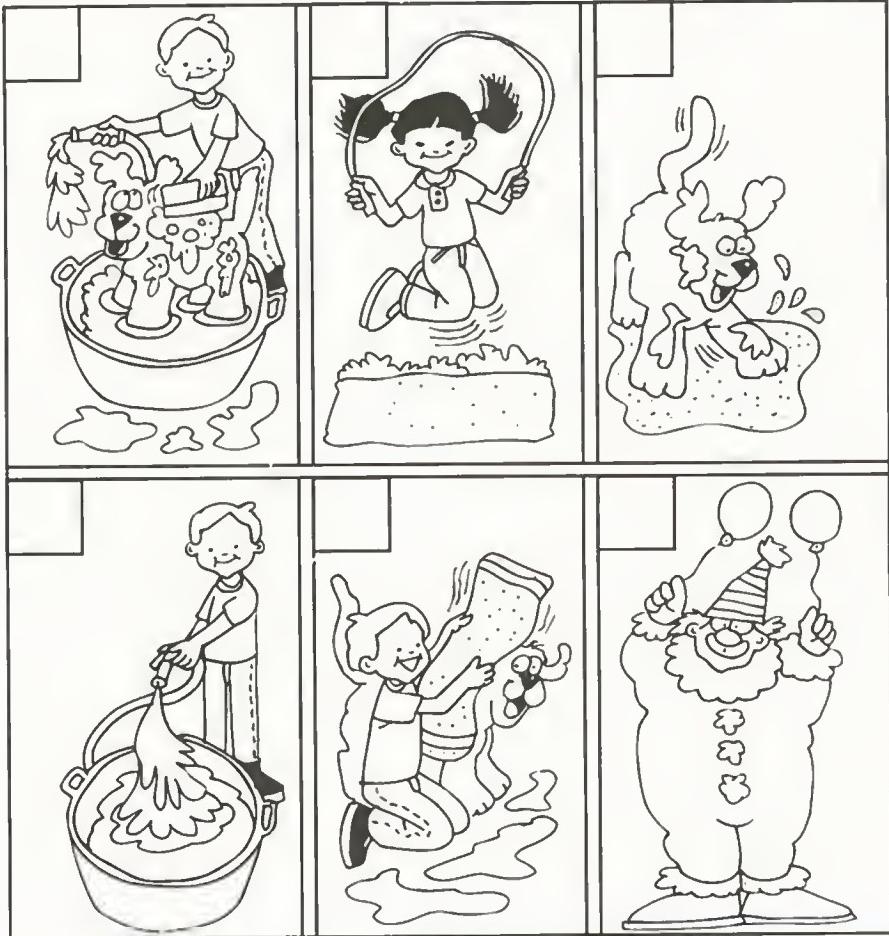
What Comes After?

Directions: Look at the large pictures. Draw a circle around the small picture that shows what would happen next.



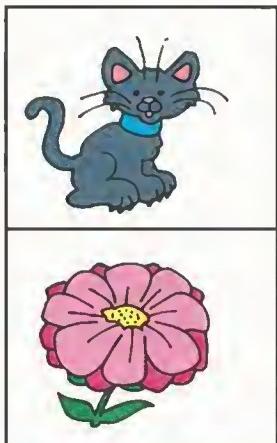
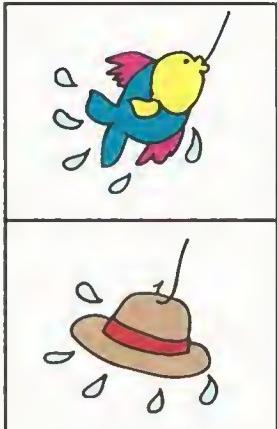
Story Order

Directions: Find the four pictures that tell a story. Color them. Write numbers in the boxes to show the order they belong in.



Story Sense

Directions: Look at the large pictures. Draw a circle around the small box that shows what is more likely to happen next.





Review

Directions: Draw lines to match the opposites.



big



hot



open



up



cold



down



little

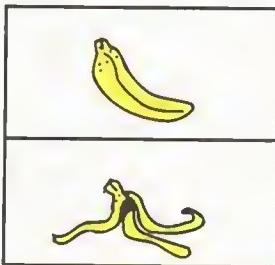


closed

Directions: Cross out the picture that doesn't belong.

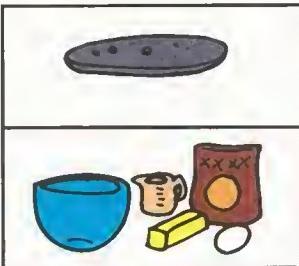
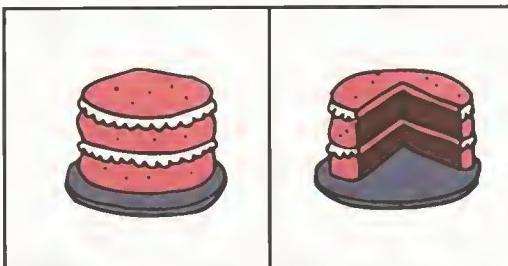


Directions: Circle the picture that shows what comes before.

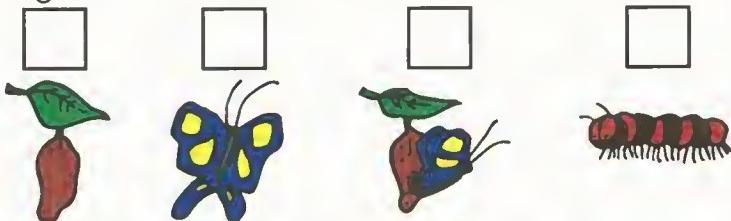


Review

Directions: Circle the picture that shows what comes after.



Directions: Write numbers in the boxes to show what order they belong in.



Directions: Circle the picture that shows what is likely to happen next.



Rhyming Pairs

Directions: Circle the pairs that rhyme.
(Words with the same ending sounds.)



can



fan

book



bottle

nose



hose



dog



frog



kite



mop



cake



cap



star



jar



rat



pig



dish



fish



sun



leaf



sock



clock



ball



bird

Rhyming Game

Directions: Think of a word that rhymes with the word given.
Draw a picture. Write the word.





pan

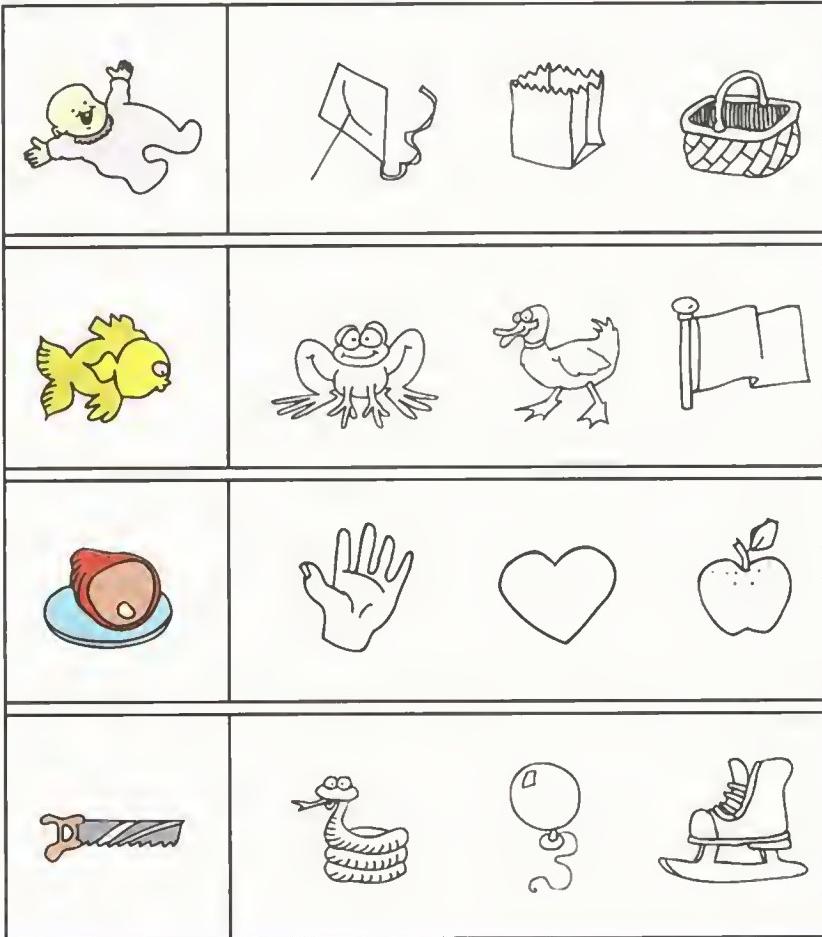


bug



Beginning Sounds

Directions: Look at the picture in each box. Say its name. Color the pictures in that row beginning with the same sound.





Words That Start With L

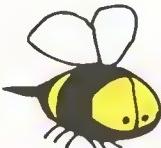
Directions: Color the picture in each box that starts like lamb.





More Beginning Sounds

Directions: Look at the pictures. Say their names. Draw a line between pictures beginning with the same sound.



bee



door



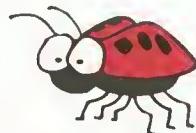
pillow



turtle



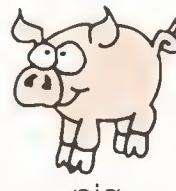
drum



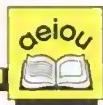
bug



top



pig



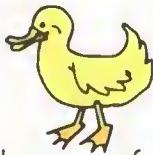
Words That Begin With r

Directions: Color the picture. Circle the six things that start with the sound of the letter r.



Beginning Sounds

Directions: Look at each picture. Say its name. Circle the letter the word begins with.



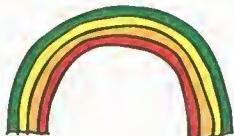
d f



g s



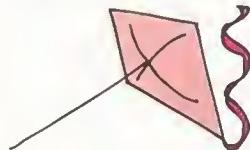
d m



r n



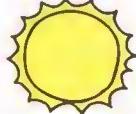
m f



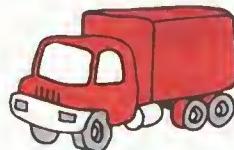
k b



l h



s w



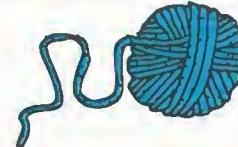
t k



n d



l p



y w

Review

Directions: Circle the pairs that start with the same letter.





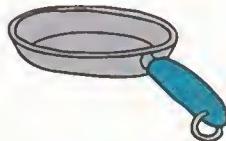
Words With a

Directions: Write the letter a to finish each word. Draw a line to match the word and its picture.

b by



c at



m up



b ill



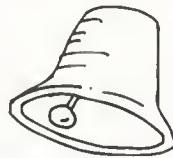
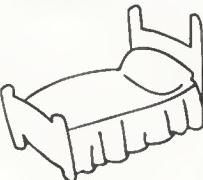
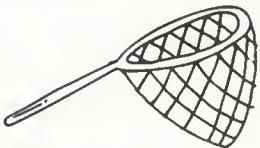
p an





Words With e

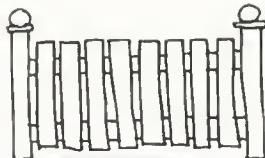
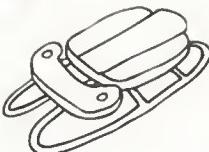
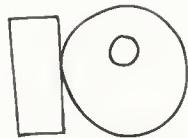
Directions: Color the pictures. Say the name of each picture. Write the letter e to finish each word.



n t b d b l



p n j t h n

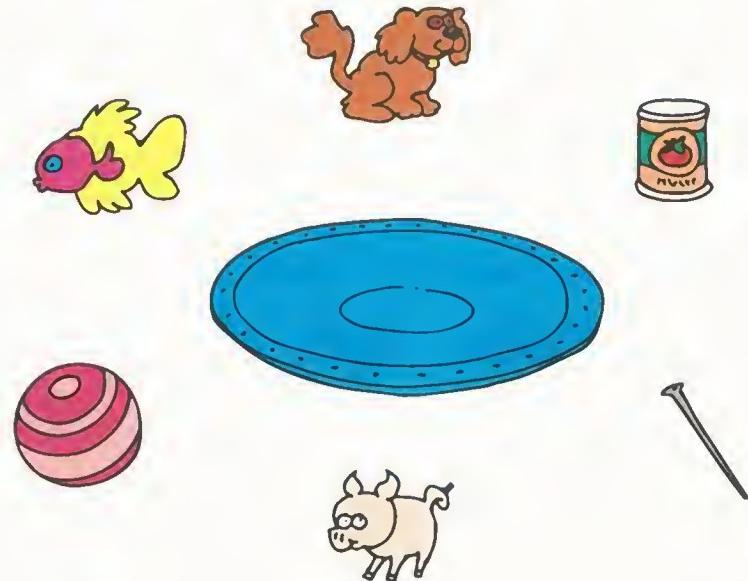


t n s d f n c e



Words With i

Directions: Say the name of each picture. Draw lines from the dish to the pictures with the same middle sound.



Directions: Write the letter i to finish each word. Say the words.

f sh p g p n



Words With o

Directions: Write the letter o to finish each word. Say the word.

f

x

l

g

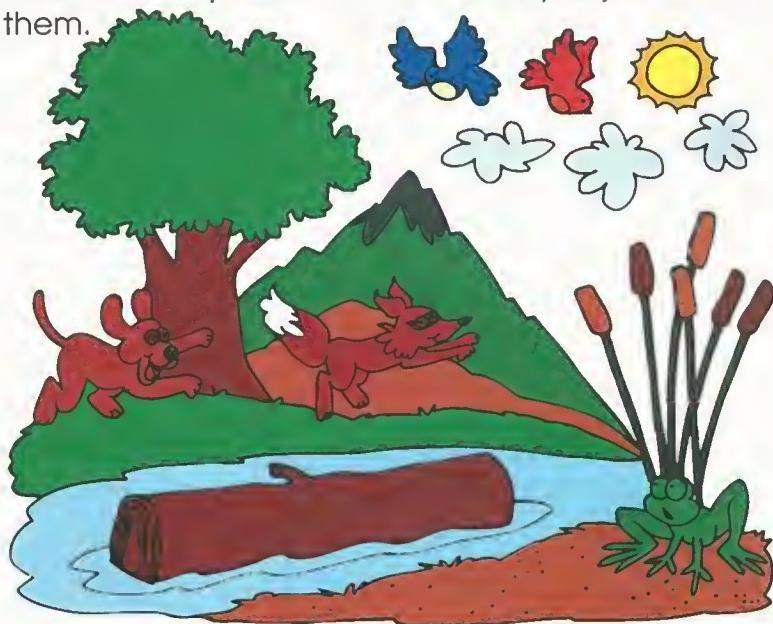
d

g

fr

g

Directions: Find the pictures of the words you just wrote and circle them.

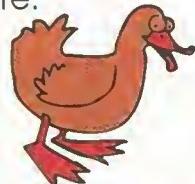




Words With u

Directions: Write the letter u to finish each word. Say the word. Draw a line to match each word with its picture.

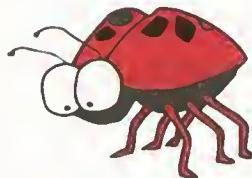
g m



b s



c p



d ck



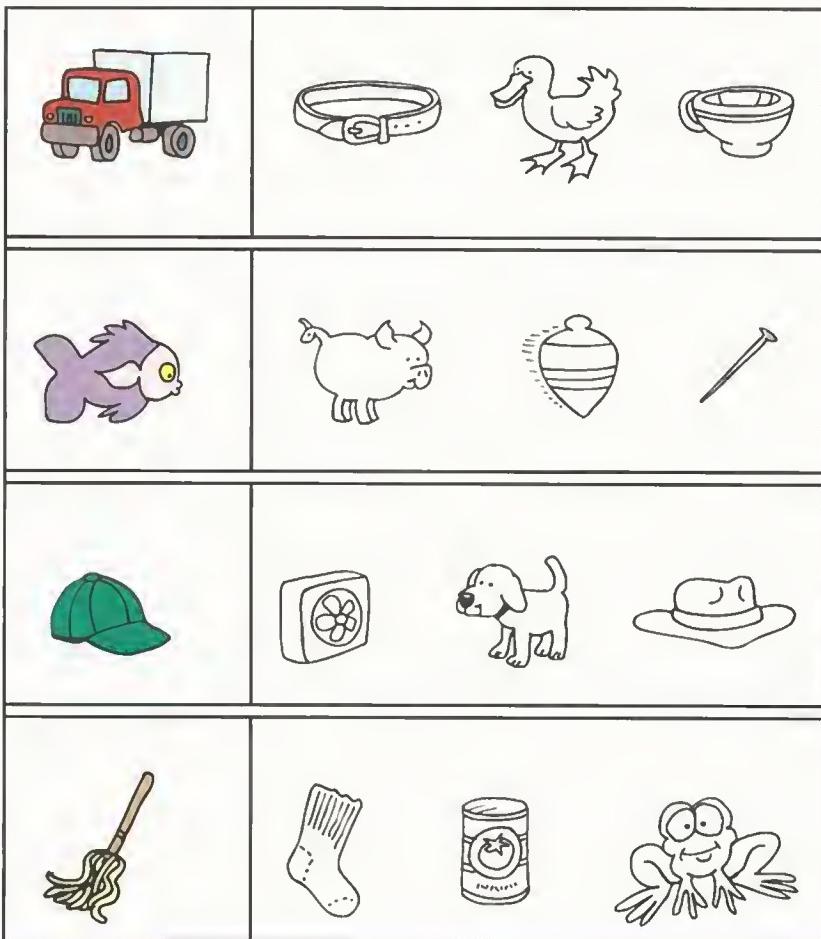
b g





Middle Sounds

Directions: Look at the picture in each box. Say its name. Color the pictures in that row that have the same middle sound.

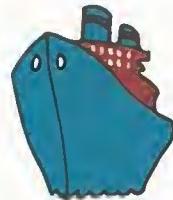




Middle Sounds

Directions: Look at the picture. Say its name. Draw a line to the letter that makes its middle sound.

a



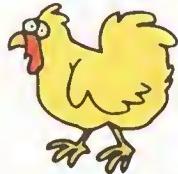
e



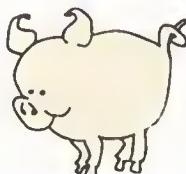
i

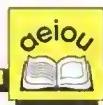


o



u





Review

Directions: Trace the letters.

c

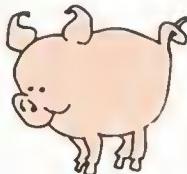


t

g

u

Directions: Say the name of each picture. Write the correct letter to finish each word.



b



p

g

c

p



b

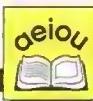
d

d

g

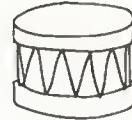
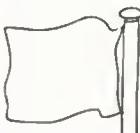
p

n



Ending Sounds

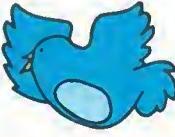
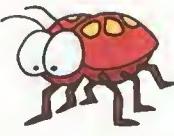
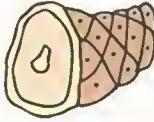
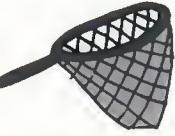
Directions: Look at the picture in each box. Say its name. Color the pictures in each row that end with the same sound.





Ending Sounds

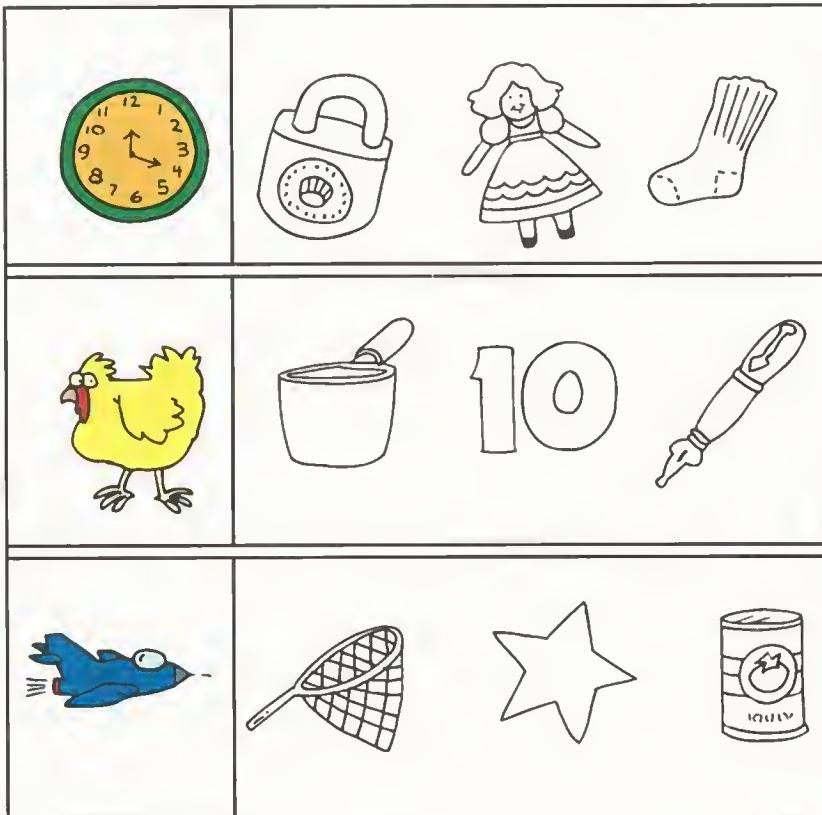
Directions: Look at the picture in each box. Say its name. Circle the letter that the word ends with.

	d t		b p		x s
	n m		g f		s b
	r t		d r		g v
	l p		k m		t n



Word Families

Directions: Say the name of the picture in the box. Color the pictures in each row that have the same ending sound.



Words That End With an

Directions: Say the name of each picture. Draw a line to match each picture with its word.
Write the missing letter.

f n



c n

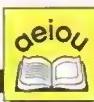


p n



Directions: Can you write the word that matches this picture?





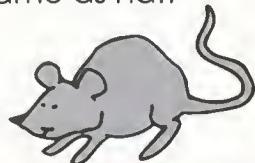
Words That End With at

Directions: Say the name of the picture. Write the missing letters.

h t



Directions: Write these words that end the same as hat.



Directions: Can you think of another word that sounds like hat? Write the word. Draw the picture.



Review

Directions: Trace the words.

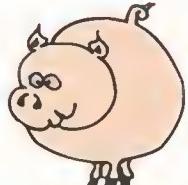
hot eat dog

Directions: Look at each picture. Say the word. Pick a word from the top with the same ending as the word in the picture. Write the words to finish the sentences.

The is .



The is .



The is .



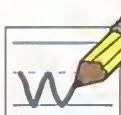
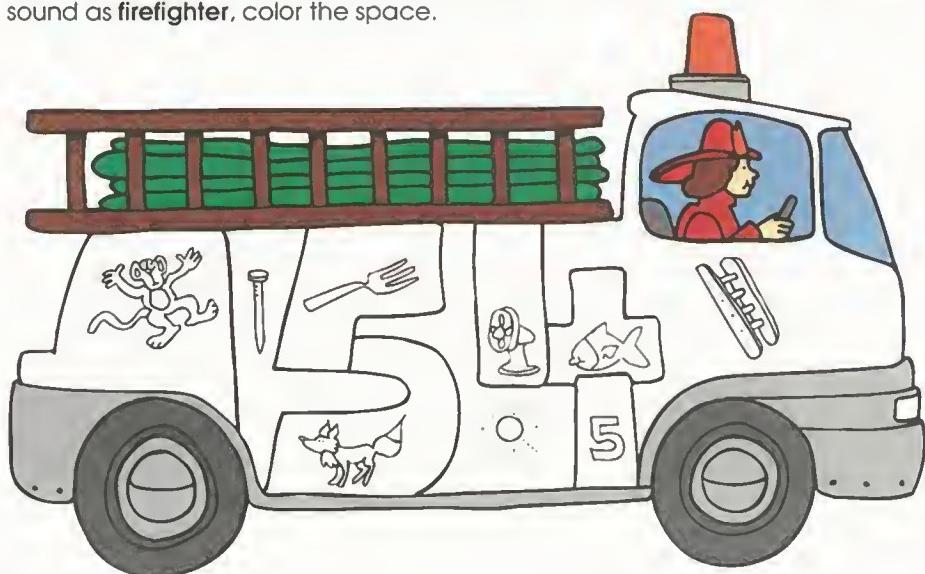


Beginning Consonant Ff

Find the number on the firefighter's truck.

**F f****firefighter**

Directions: Say each picture name. If the picture name begins with the same sound as **firefighter**, color the space.



Would you like to be a firefighter? Why or why not?



Beginning Consonant Mm

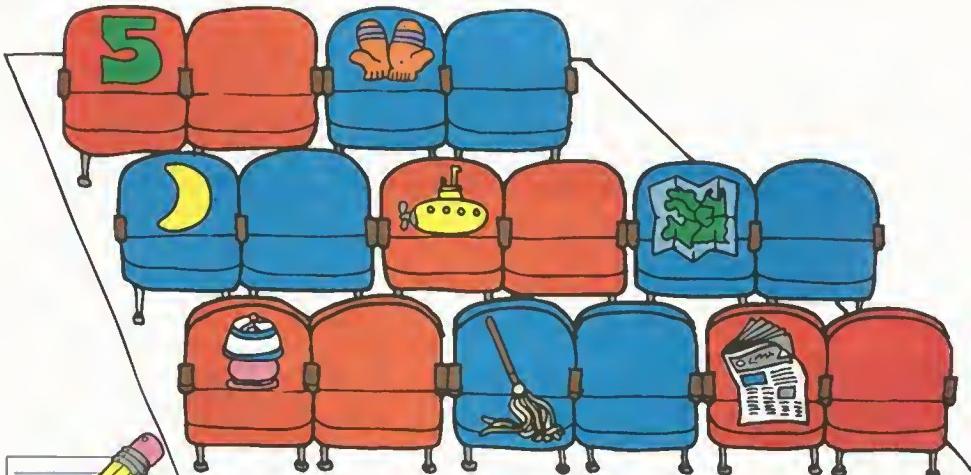
How many monkeys meet at the movie?



M m

monkeys

Directions: Cut out the pictures at the bottom. Paste them beside things in the picture whose names begin with the same sound as **monkeys**.



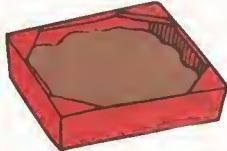
Will the monkeys misbehave at the movie?
What kind of mischief might they make?





Beginning Consonant Ss

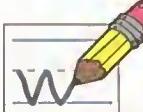
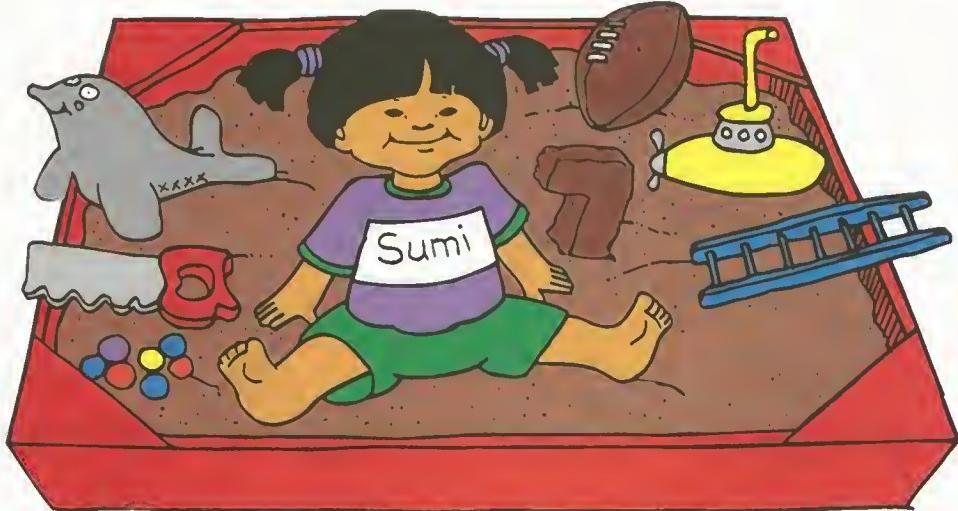
On sunny days, Sumi plays in her sandbox.



S s

sandbox

Directions: Sumi only plays with things that begin with the same sound as **sandbox**. Say the picture names. Draw a line from Sumi to each picture whose name begins with the same sound as **sandbox**.



What do you like to do on sunny days?

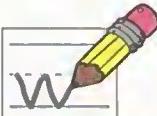
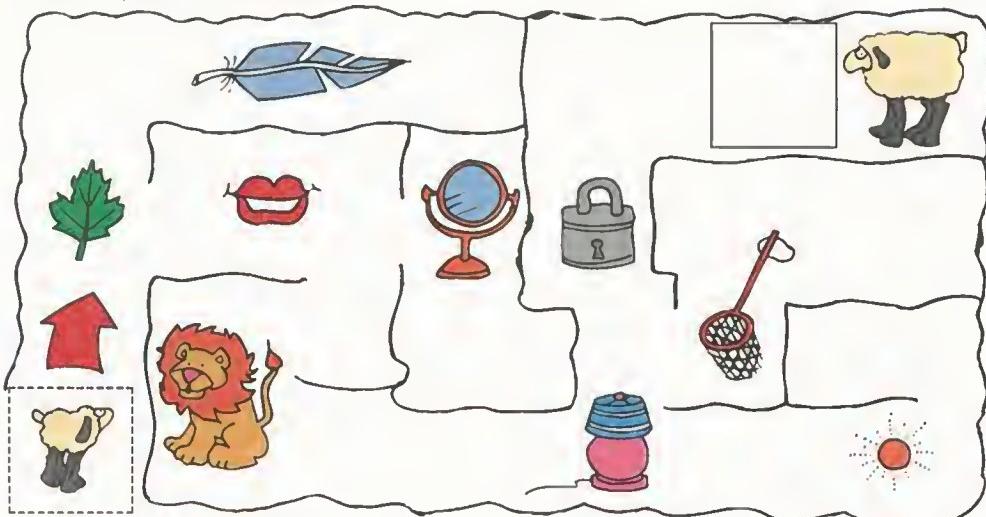
Beginning Consonant Ll

Help the little lost lamb find its mother.



L l lamb

Directions: Cut out the picture of the lamb at the bottom. Use the picture to follow the path to its mother. Each time you pass a picture whose name begins with the same sound as lamb, mark an l on it. When you are through, paste the baby next to its mother.

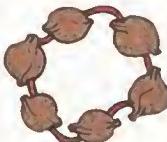


A lamb's parents are called sheep. List the names of other animal babies and their parents.



Beginning Consonant Nn

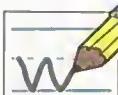
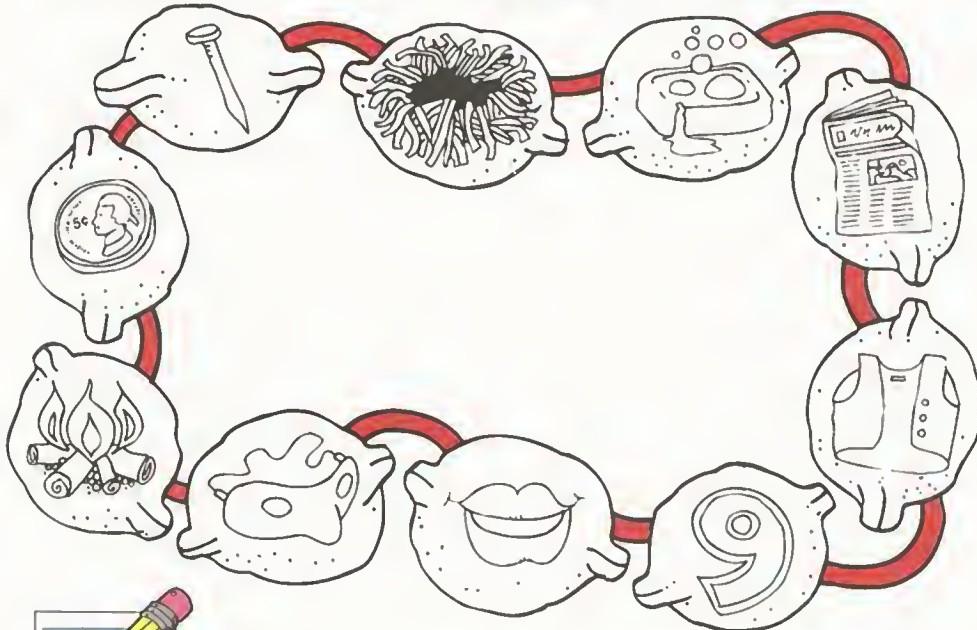
Can you make a necklace out of nuts?



N n

necklace

Directions: Say the picture name on each nut on the necklace. If the picture name begins with the same sound as **necklace**, color the nut.



Explain how to make something using things found in nature.
Be sure the steps are in the right order.

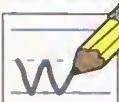
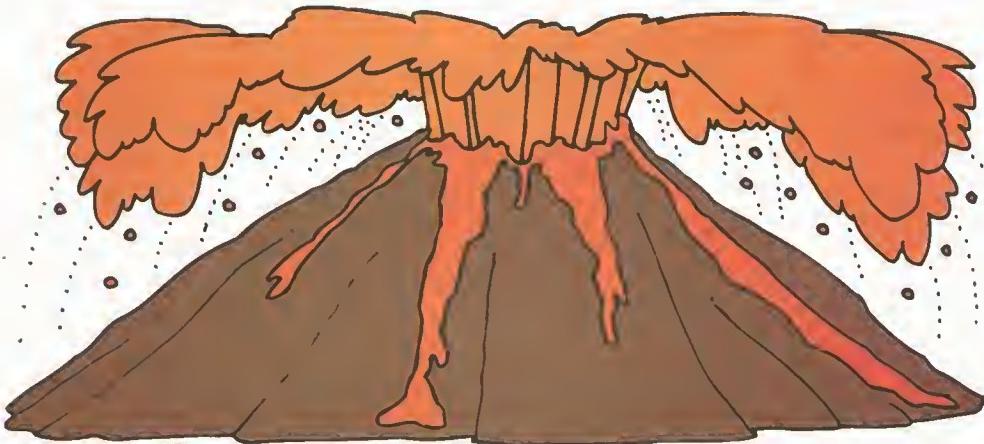
Beginning Consonant Vv

Look out! The volcano is ready to erupt!

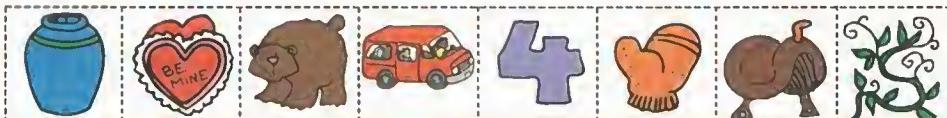


V v volcano

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **volcano**, paste it on the volcano.



What do you know about volcanoes?
What would you like to find out about volcanoes?





Beginning Consonant Bb

You can keep buns in a basket.



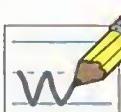
B b

basket

Directions: Look at the pictures that show how baskets can be used. Say each picture name. If the picture name begins with the same sound as **buns** and **basket**, color it.



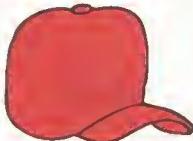
Think of other ways to use baskets.
Your ideas can be silly or sensible.





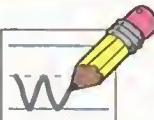
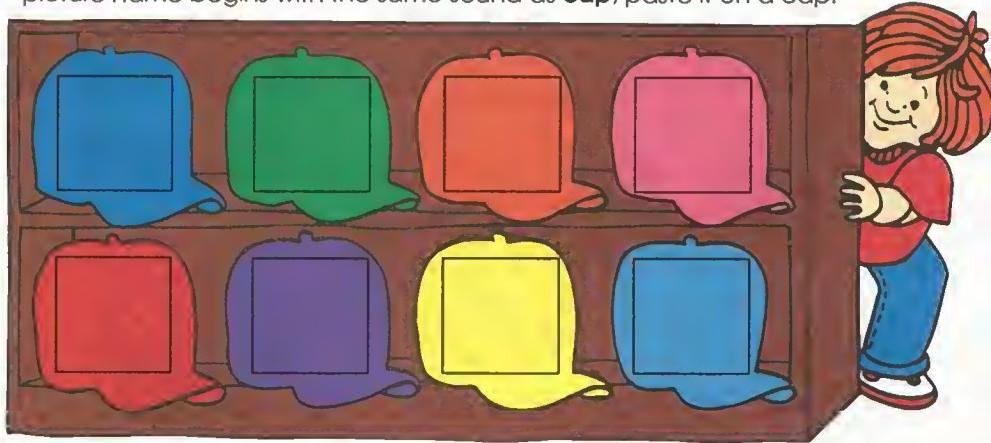
Beginning Consonant Cc

Carla is looking for a team cap.

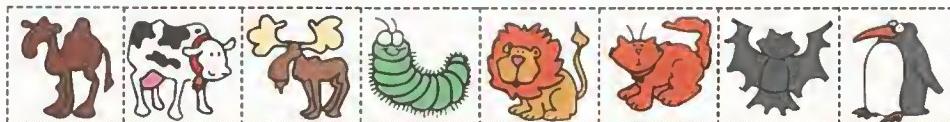


C c cap

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **cap**, paste it on a cap.



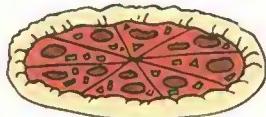
If you could meet your favorite team player, what would you ask him or her?





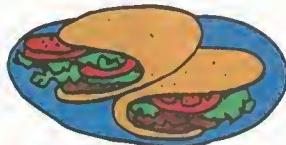
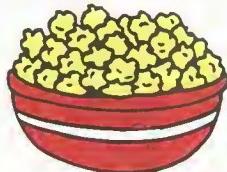
Beginning Consonant Pp

Come to Pete's pizza party!



P p pizza

Directions: Pete is so picky he only serves foods whose names begin with the same sound as **pizza** at his party. What else does Pete serve? Say the picture names. Draw a line from Pete to each picture whose name begins with the same sound as **pizza**.

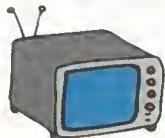


What foods would you serve at a party? Plan a menu.
Ask if you can use the menu for your next birthday party.



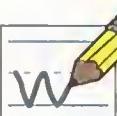
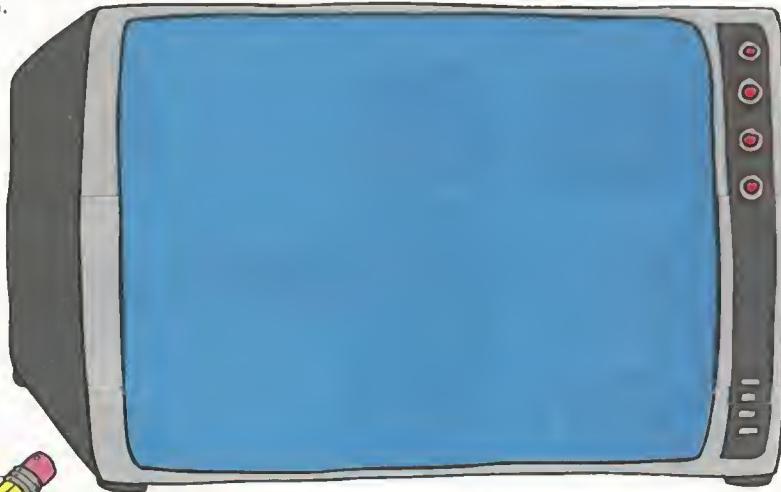
Beginning Consonant Tt

Tune in to your favorite television show.



T t television

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as television, paste it on the television.



What do you think of this?

Children should only watch television one hour a week.





Beginning Consonant Gg

What gift did the girl get?



G g gift

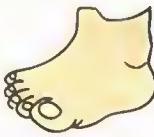
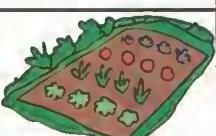
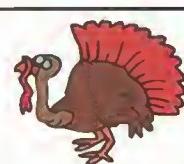
Directions: Say each picture name. Color the space if the picture name begins with the same sound as gift.



What will the girl say when she opens her gift?

Reviewing Beginning Consonants

Directions: Say each picture name. Circle the letter that stands for the beginning sound.

			
p m n	v t s	f g p	b t l
			
s c p	l p b	m g v	g p n
			
m p n	t g p	f n v	f l t
			
g f c	p b f	v l t	s l c



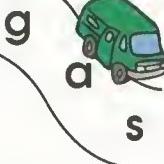
Short Vowel a

How many people can fit in a van?

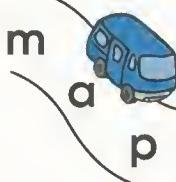


van

Directions: Short a is the sound you hear in the middle of the word **van**. Pretend your finger is a van at the top of the hill. Smoothly move your finger down the hill as you blend the letter sounds to read each word. Then write the word on the line.



g
a
s



m
a
p

Directions: Write the word from above that names each picture.





Short Vowel i

This pig likes to dig and dig.



pig

Directions: Short i is the sound you hear in the middle of the word pig. Say each picture name. Write i if you hear the short i sound.



ch ck p n g ft



f n b ke w g

Directions: Circle the word that names each picture.



big fit bib



pan pig pin



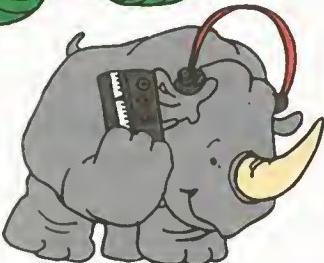
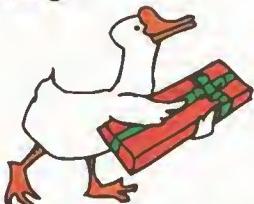
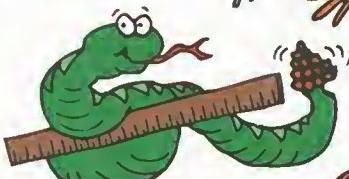
Beginning Consonant Rr

Welcome to the remarkable animal ranch.
Look! There's a rabbit racing on roller skates!

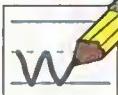


R r rabbit

Directions: Say the picture name of each remarkable animal. If the picture name begins like **rabbit**, mark an **r** it.



Write a comic strip about the remarkable animal ranch.





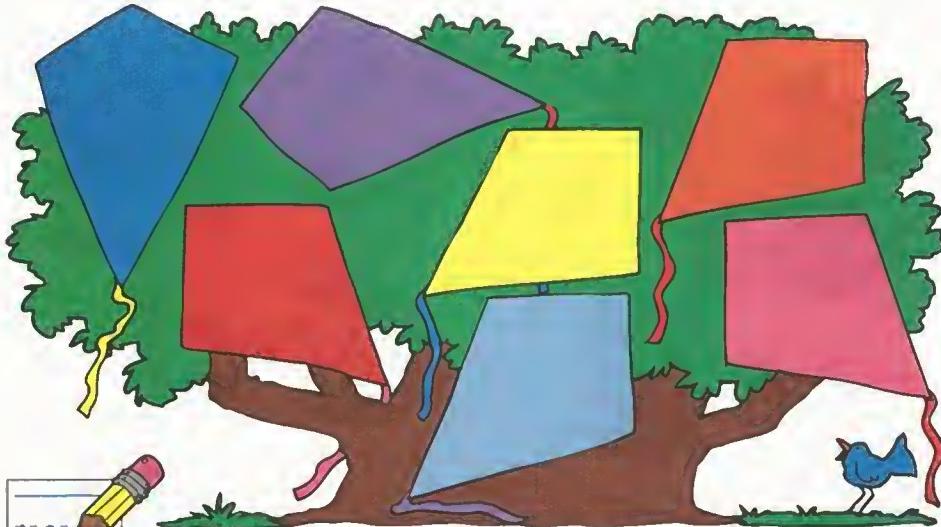
Beginning Consonant Kk

Look at the kites in the big tree!

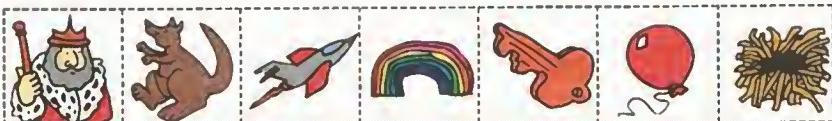


K k kite

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **kite**, paste it on a kite in the tree.



If your kite were up high in a tree, how would you get it down?





Beginning Consonant Jj

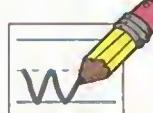
Jack put too much junk in his jeep.



J j

jeep

Directions: Say the picture name for each piece of junk in Jack's jeep. If the picture name begins with the same sound as **jeep**, mark a **j** on it.



Finish this sentence: I have too much junk in my _____, but _____.

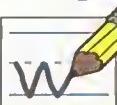
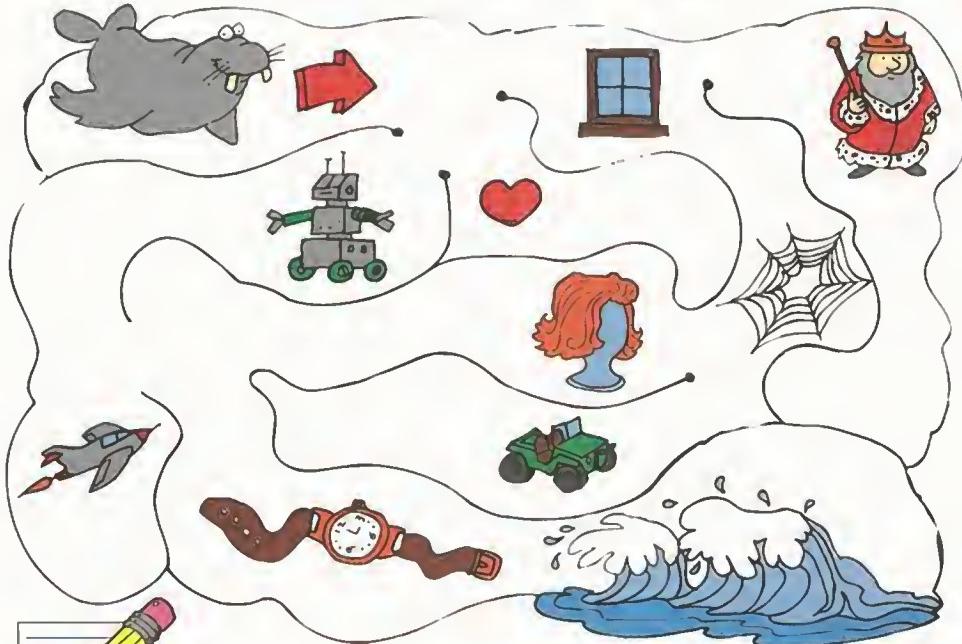
Beginning Consonant Ww

Winnie Walrus wants to play in the waves.



W w walrus

Directions: Help Winnie get to the ocean water. Follow the path with the pictures whose names begin with the same sound as **walrus**.



Write about an adventure Winnie has in the ocean.

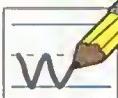
Beginning Consonant Hh

Who is hiding in the farmer's hay?



H h hay

Directions: Say each picture name. Color the space if the picture name begins with the same sound as hay.



Imagine you are a farmer. What is your farm like?
What do you do for fun?



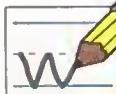
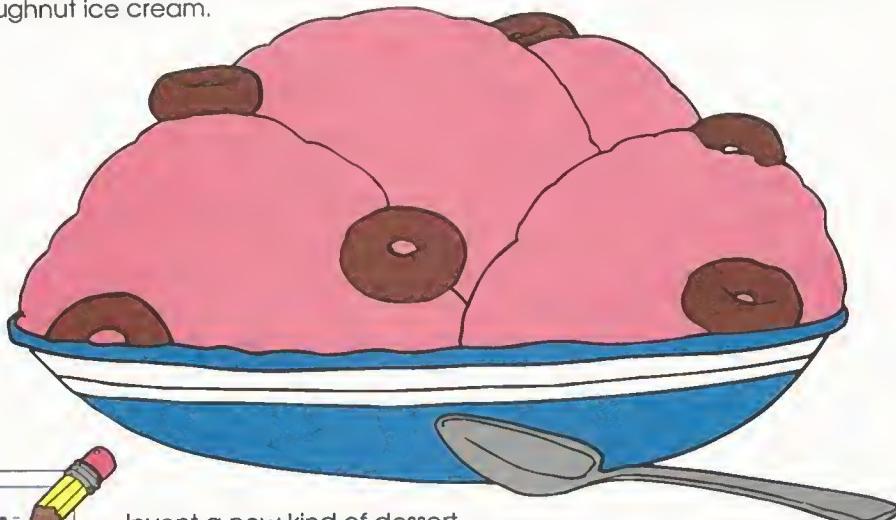
Beginning Consonant Dd

Doughnut ice cream is my favorite dessert!



D d doughnuts

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **doughnuts**, paste it on the dish of doughnut ice cream.



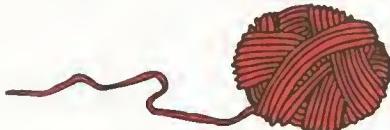
Invent a new kind of dessert.
Draw a picture to go with your writing.





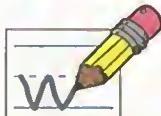
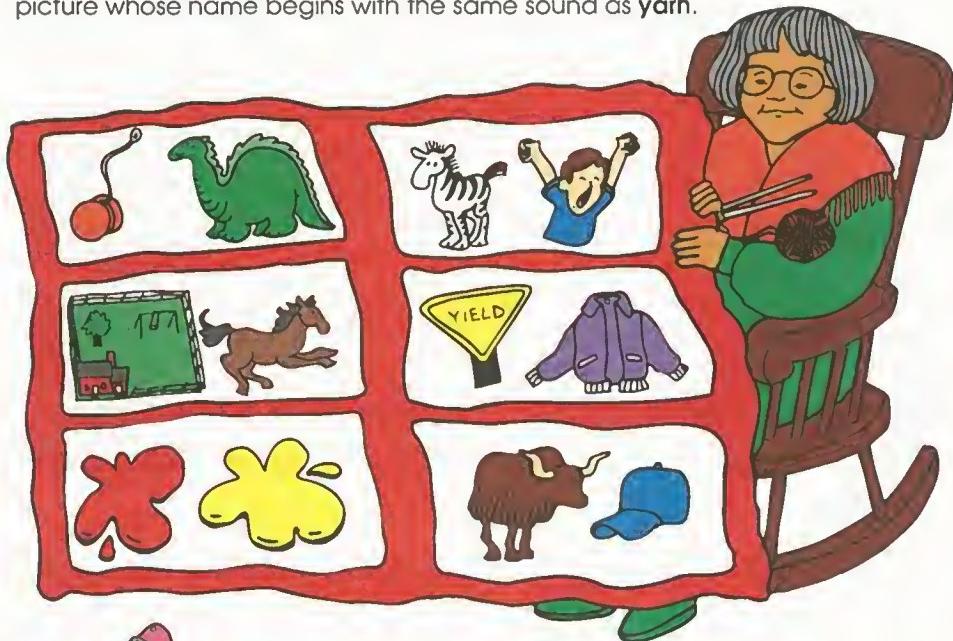
Beginning Consonant Yy

Yuriko knits a yarn blanket for her great grandson.



Y y yarn

Directions: Say the picture names in each square on Yuriko's blanket. Circle the picture whose name begins with the same sound as *yarn*.



Write about something special that someone made for you.

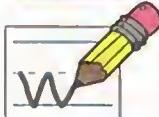
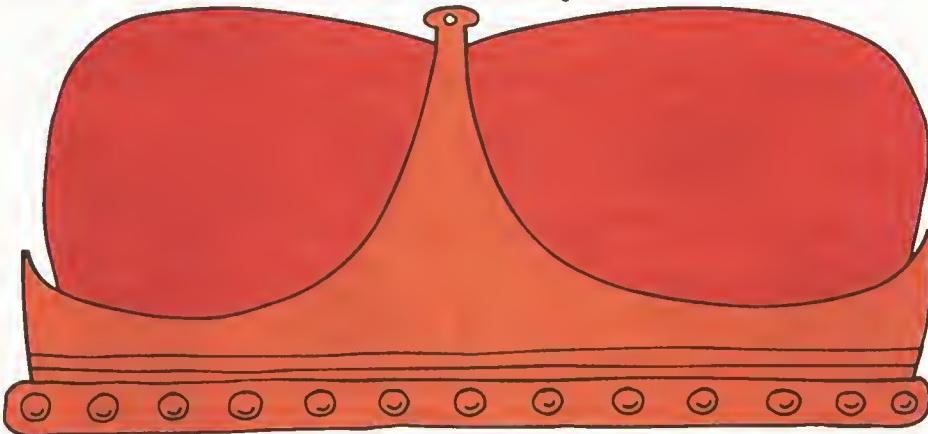
Beginning Sounds Qu/qu

How quickly can you decorate the queen's crown?



Qu qu queen

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sounds as queen, paste it on her crown.



If you could be queen or king of the world for a day, what would you do?





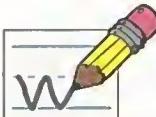
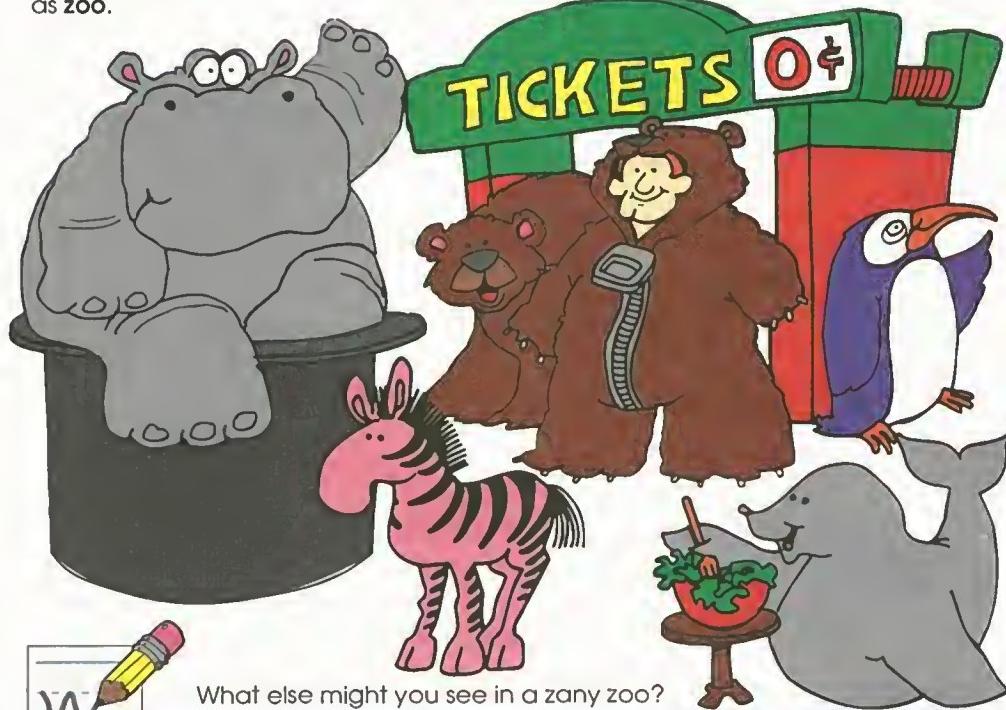
Beginning Consonant Zz

Step inside the zany zoo!



Z z zoo

Directions: Circle three zany pictures whose names begin with the same sound as zoo.



What else might you see in a zany zoo?



Ending Consonant x

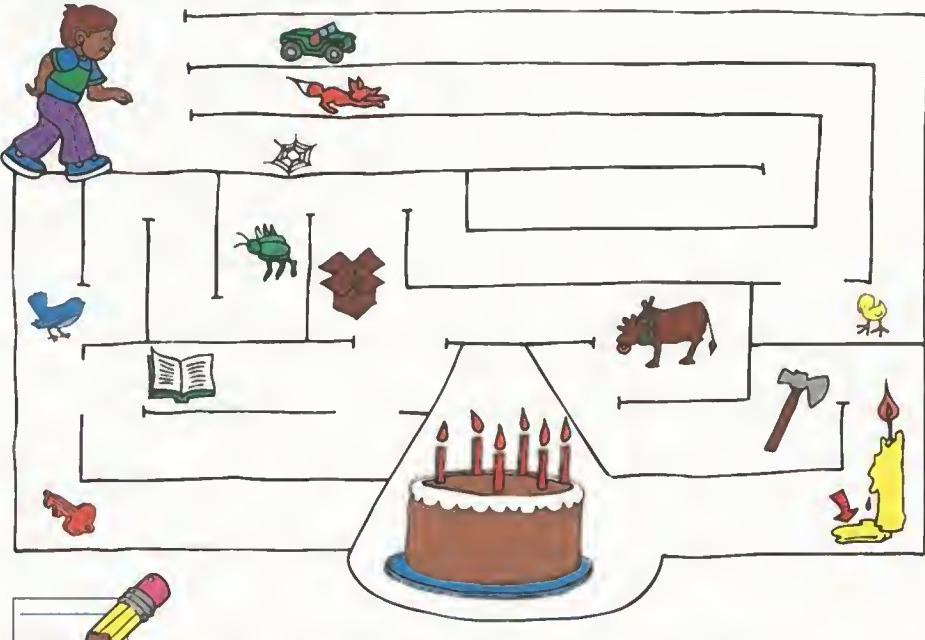
Rex is six today.

6

X X

six

Directions: The word **six** ends with the sounds that the letter **x** stands for. Help Rex get to his birthday cake. Follow the path with the pictures whose names end with the same sounds as **six**.

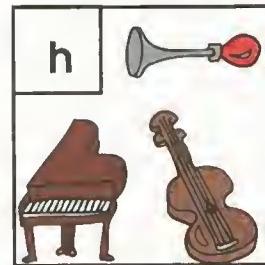
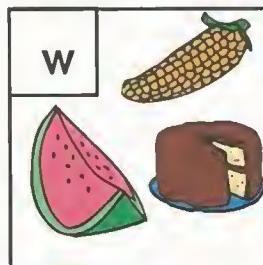
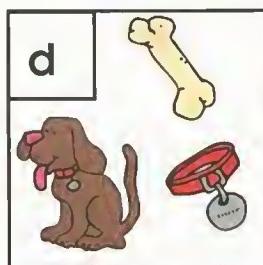
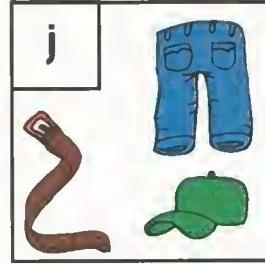
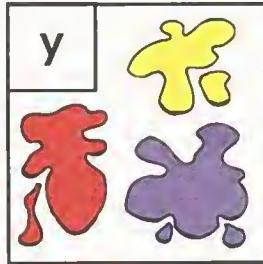
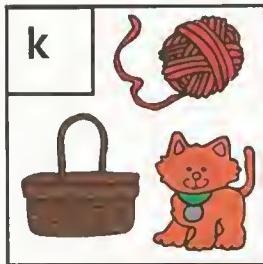
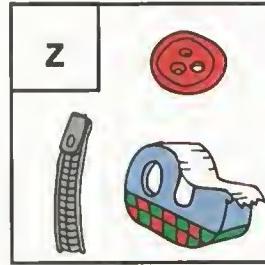
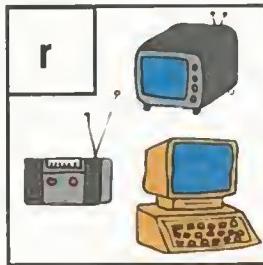
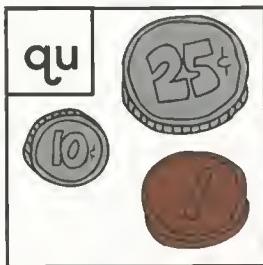


What do you think of this? Six is the best age of all!



Reviewing Beginning Consonants

Directions: Look at the letters in the boxes. Then say each picture name. Draw a line from the letter to the picture whose name begins with the sound that the letter stands for.



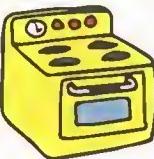
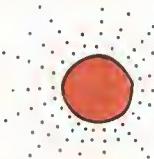
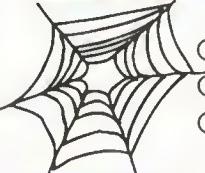
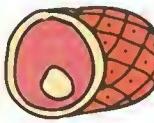
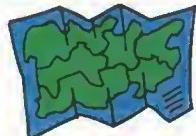
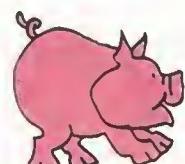


Ending Consonants

Directions: Say each picture name. Fill in the circle next to the letter that stands for the last sound.

Example:



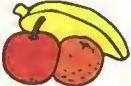
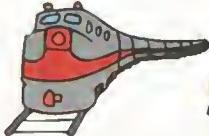
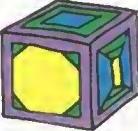
 <input type="radio"/> l <input type="radio"/> d <input type="radio"/> t	 <input type="radio"/> x <input type="radio"/> v <input type="radio"/> d	 <input type="radio"/> f <input type="radio"/> x <input type="radio"/> n
 <input type="radio"/> l <input type="radio"/> b <input type="radio"/> n	 <input type="radio"/> m <input type="radio"/> f <input type="radio"/> s	 <input type="radio"/> g <input type="radio"/> f <input type="radio"/> x
 <input type="radio"/> s <input type="radio"/> v <input type="radio"/> m	 <input type="radio"/> x <input type="radio"/> m <input type="radio"/> t	 <input type="radio"/> n <input type="radio"/> p <input type="radio"/> b
 <input type="radio"/> s <input type="radio"/> p <input type="radio"/> f	 <input type="radio"/> n <input type="radio"/> d <input type="radio"/> b	 <input type="radio"/> g <input type="radio"/> t <input type="radio"/> b

Consonant Blends

The frog stopped on the plant.



Directions: The sounds you hear at the beginning of **frog**, **stopped**, and **plant** are consonant blends. Say the name of the first picture in each row. Circle each picture in the row whose name begins with the same blend.

 <u>fruit</u>	   
 <u>star</u>	   
 <u>plant</u>	   
 <u>clock</u>	   

Short Vowel o

The fox hops over the log.



log

Directions: Short o is the sound you hear in the middle of the word log. Look at the picture. Read the sentence and circle the word that completes it. Then write the word on the line.



Don and Todd sit on the _____.

cot
cat
got



Tom got a tan _____.

dig
dog
jog



A top is in the big _____.

fox
box
fog



Mom has the hot _____.

pot
pat
pop



Dot's job is to _____.

mat
mop
mob



Short Vowel u

Would you like to hug the pup?



pup

Directions: Short u is the sound you hear in the middle of the word **pup**. Underline the sentence that tells about each picture.



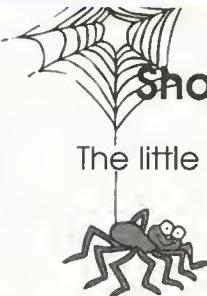
The gum is on the rug.

The pup jumps in the tub.



Bud will run to the bus.

The cub is in the sun.



Short Vowel e

The little spider left its web.

web

Directions: Short e is the sound you hear in the middle of the word **web**. Circle the word that will complete each sentence. Read the sentence again to be sure that it makes sense. Then write the word on the line.

1. Peg will get in _____ . bed web hen

2. Ed fed his _____ . peg pot pet

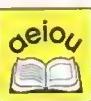
3. A red hen is in a _____ . pen peg pep

4. Bev has a wet _____ . let leg led

5. The ten men get on the _____ . jet met bet

6. Chet sat on the top _____ . pep stop step

7. Get the bug in the _____ . not net nut



Sound Pattern -an

Can you make a fan?

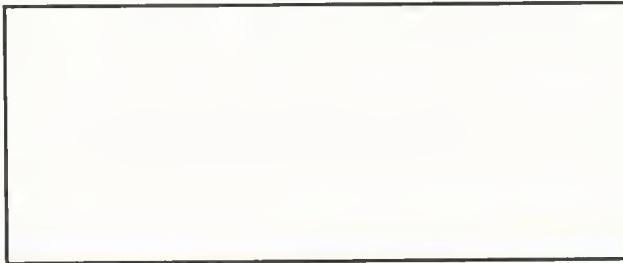


fan

Directions: Say each picture name. Circle the word that names the picture. Write the word on the line.

 can _____ fan _____ ran _____	 can _____ tan _____ pan _____
 pan _____ ran _____ man _____	 man _____ ran _____ van _____

Directions: Draw a picture to go with this sentence.



Dan has a tan van.



Sound Pattern -it

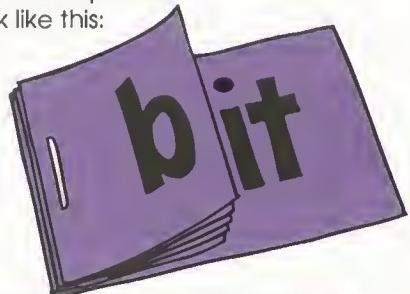
Kit will sit and read a little flip book.



sit

Directions: You can make a little flip book to help you read words. Cut out the cards. Put the big card with the word **sit** on the bottom. Put the letter cards on top of the big card. Staple the cards on the far left side. Then flip the cards and read each word.

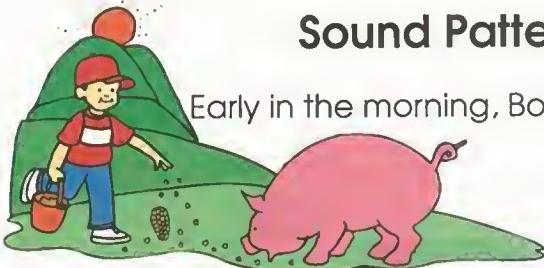
Your finished flip book
will look like this:





Sound Pattern -og

Early in the morning, Bob feeds the hog.



hog

Directions: Read the rhyme to find out what Bob does next. Circle the word that completes each sentence. Then write the word on the line.



Every day Bob likes to _____.

jog
dog
fog



Can he see in all this _____?

hog
frog
fog



No, Bob trips on a fat _____.

dog
log
jog



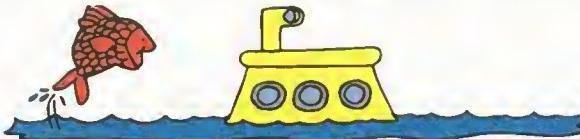
But he gets help from his big _____!

hog
fog
dog



Sound Pattern -ub

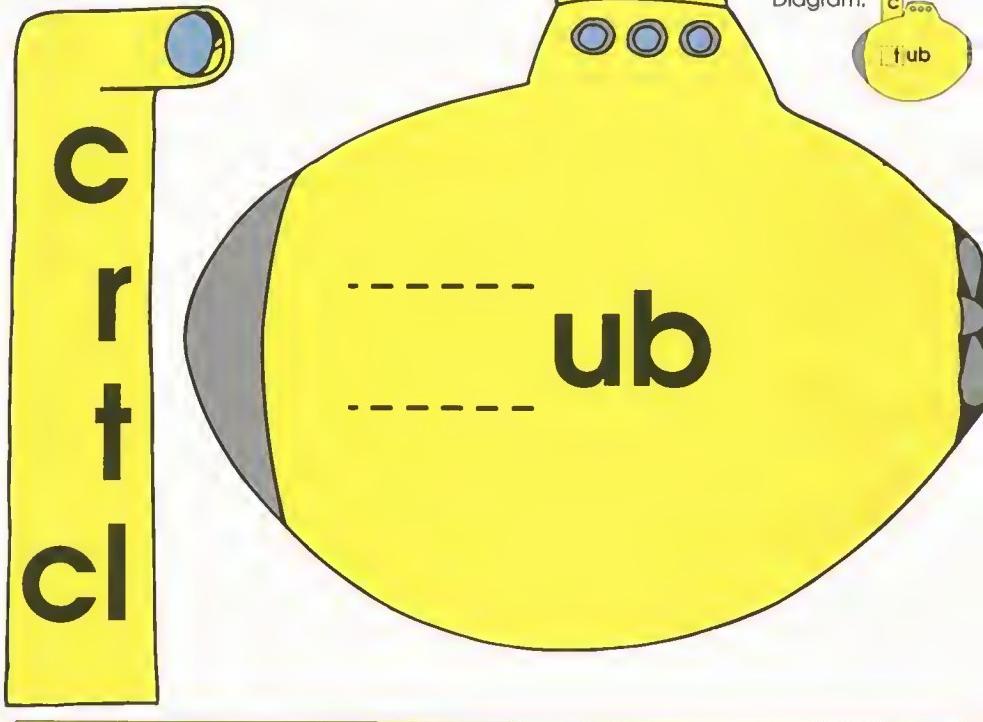
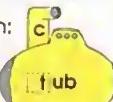
The sub is going under!



sub

Directions: Cut out the sub and the scope. Cut on the dotted lines to make slits. Slip the scope through the slits on the sub. Slide the scope and read each new word.

Diagram:





Sound Pattern -et



let

Directions: Look at the pictures. Read each sentence. Match the sentences with the pictures by drawing a line.



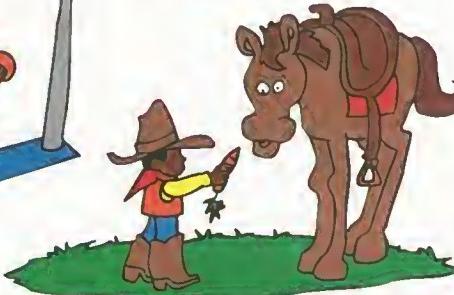
I want to hit the net!



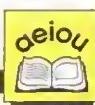
I want a big, big pet!



I want to get real wet!

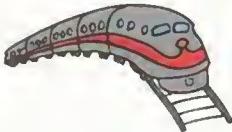


I want to fly a jet!

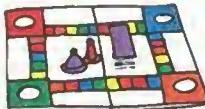


Long Vowel a

Can you play the train game on this tray?



train

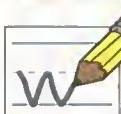


game



tray

Directions: Long a is the sound you hear in the words **train**, **game**, and **tray**. Say each picture name on the game. Circle the picture if you hear the long a sound.



Write rules for this train game.
Use your rules to play the game with a friend.



Long Vowel a

Directions: Say the name of each picture. Circle the letters that stand for the long a sound in the picture name. The first ones show you what to do.



vase



sail



pay



mail



jay



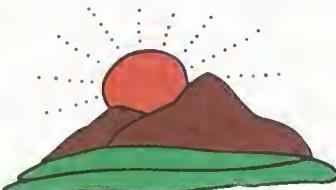
cape



lake



safe



day

Long Vowel i

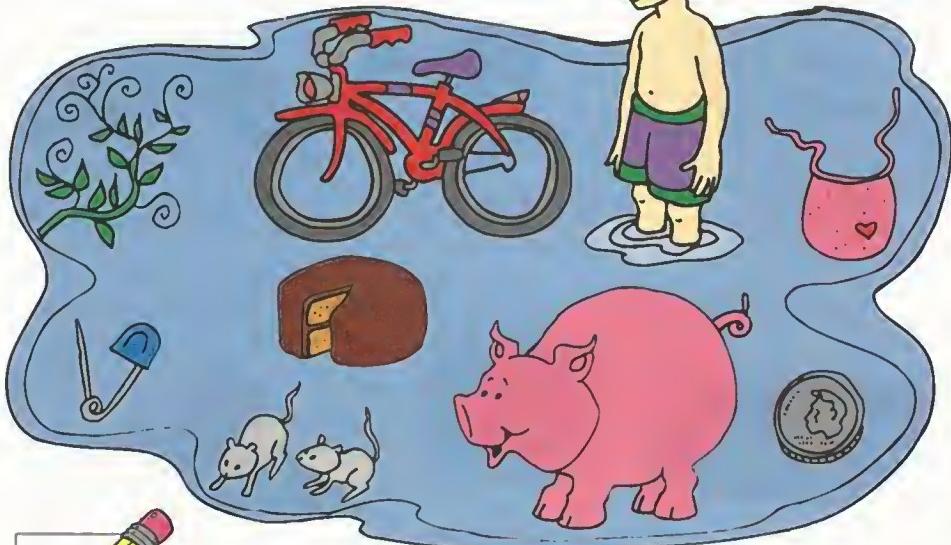
Mike will dive for a dime.



dime

Directions: Long i is the sound you hear in the word dime. Mike only dives for things whose names have the long i sound.

Circle the things Mike will dive for.

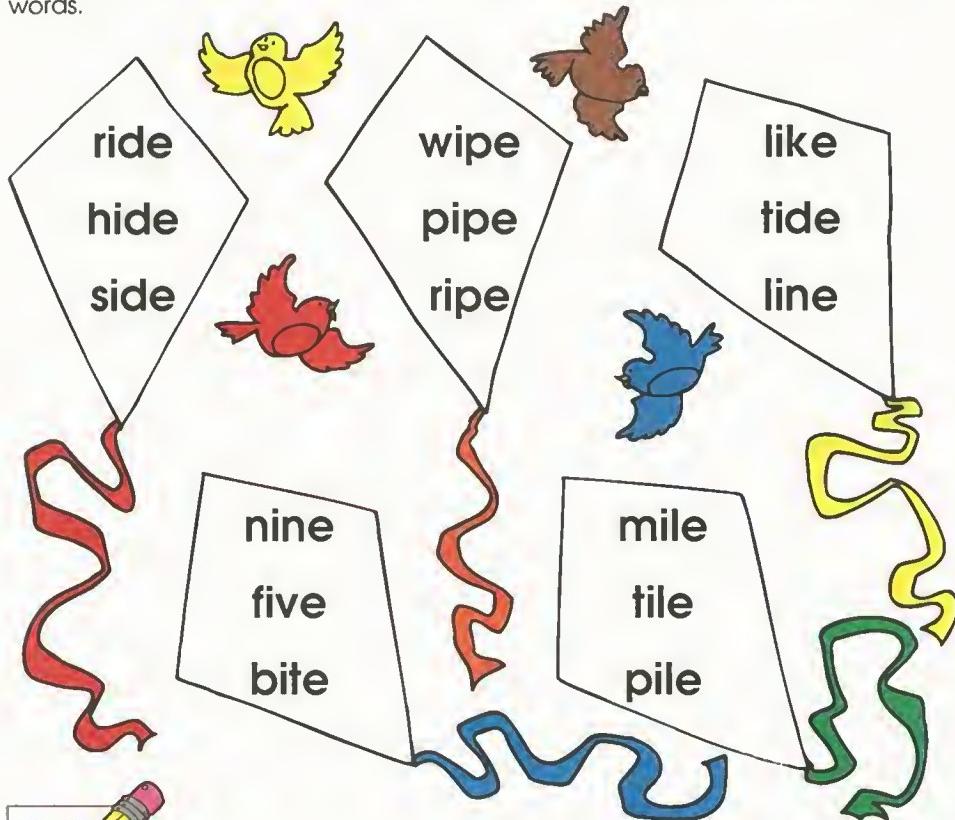


How does it feel when you dive underwater?



Long Vowel i

Directions: Words that have the same ending sounds are called rhyming words. Read the words on each kite. Color the kites that have three rhyming long i words.



Write a short rhyme using the words on one of the kites you colored.

Long Vowel o

Joan loads a rope on her boat.



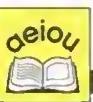
rope



boat

Directions: Long o is the sound you hear in the words **rope** and **boat**. Joan only loads things on her boat whose names have the long o sound. Say the picture names. Draw a line from the boat to each picture whose name has the long o sound.





Long Vowel o

Directions: Say the name of each picture. Finish the name by writing o and e or oa when you hear the long o sound.

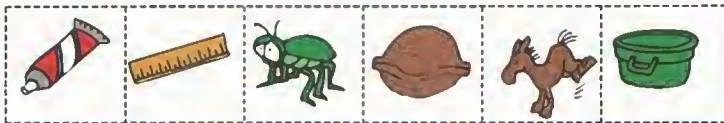
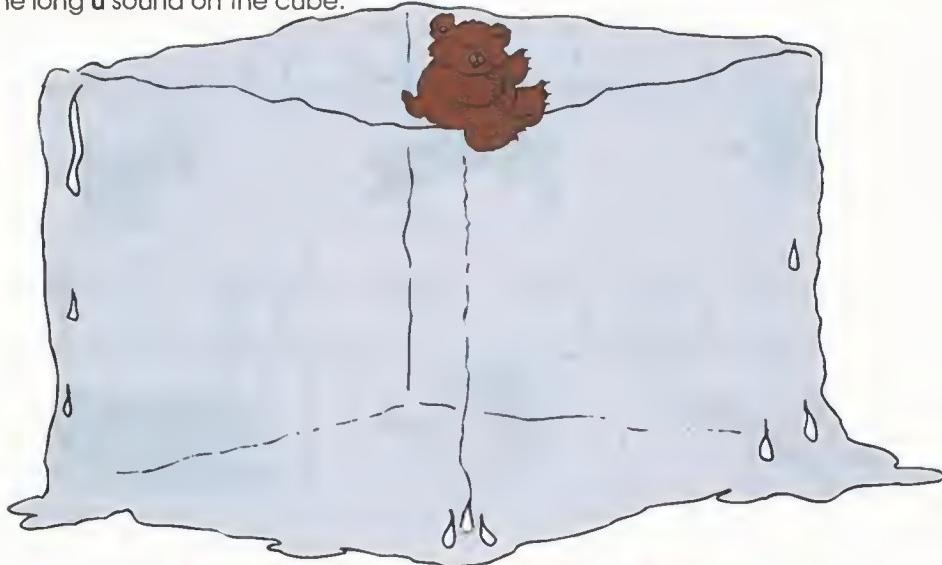
b n t p		n n
f r g c t		g t
f x n s		g t

Long Vowel u

The cute cub sits on a cube.



Directions: Long u is the sound you hear in the word **cube**. Cut out the pictures at the bottom. Say each picture name. Paste the pictures whose names have the long u sound on the cube.





Long Vowel u

Directions: Look at the pictures. Read the words. Draw a line from each word to the picture it tells about.

cute



cube



prune



tune



mule



huge



fuse



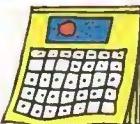
tube



June



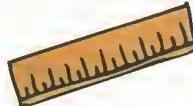
dune



flute

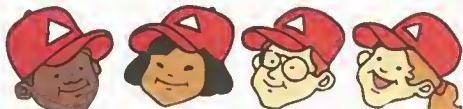


rule



Long Vowel e

What does the team see in the tree?

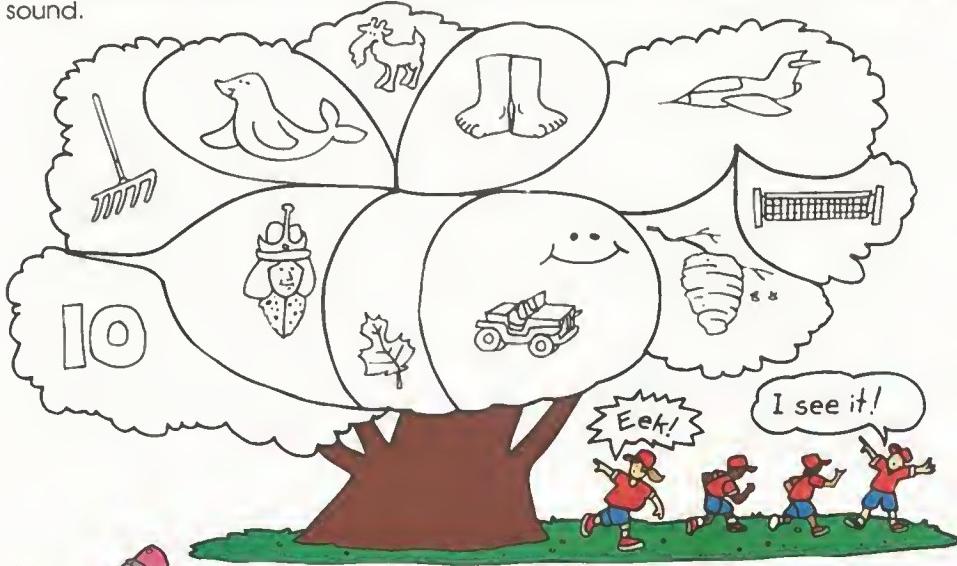


team



tree

Directions: Long e is the sound you hear in the words **team** and **tree**. Say each picture name on the tree. Color the space if the picture name has the long e sound.



Spiders, the dark, thunder ... Write about something in nature that frightens you. What might you do to be less afraid?



Long Vowel e

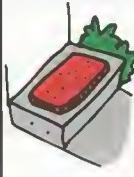
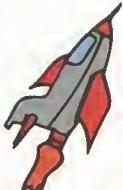


Directions: Read each sentence. Circle the word that completes each sentence. Write the word on the line.

1. We all help make the _____ . feet eat meal
2. Dad heats the _____ . beef mean read
3. Lee cleans the green _____ . beaks leak beans
4. Mom has an orange to _____ . peas peel pails
5. But where are the _____ ? seeds seals leafs
6. I will take a _____ . poke jeep peek

Reviewing Short and Long Vowels

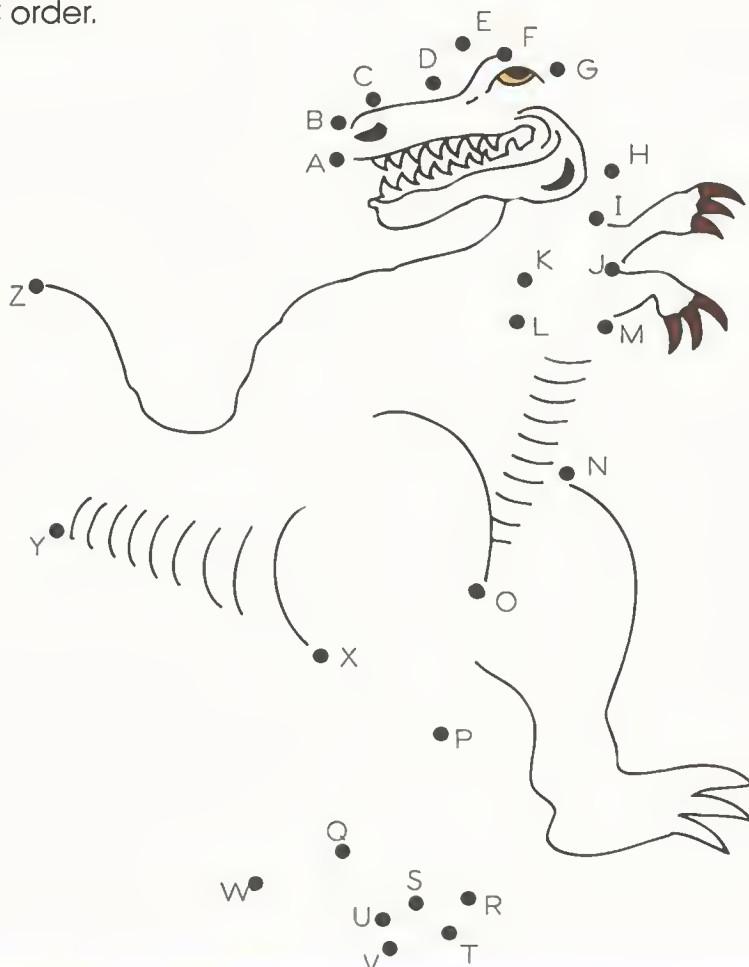
Directions: Say each picture name. Circle the correct word.

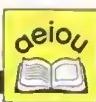
 cone kit kite	 bed bead bike	 pain pail pal	 meal mug mule
 cone cot coat	 pine peek pin	 hay hail hat	 dig dog dune
 hot hose hive	 cup cute cave	 make mail mat	 feet fuse file
 tub tube tune	 jeep jet jam	 can came cane	 seal seat sail



ABC Order

Directions: Draw a line to connect the dots. Follow the letters in ABC order.





abc Order

Directions: Draw a line to connect the dots. Follow the letters in **abc** order.





Beginning Consonants Bb, Cc, Dd, Ff

Beginning consonants make the sounds that come at the beginning of words. Consonants are the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Directions: Say the name of each letter. Say the sound each letter makes. Draw a circle around the letters that make the beginning sound for each picture. Say the name of someone you know whose name begins with each letter.



Bb



Cc



Dd



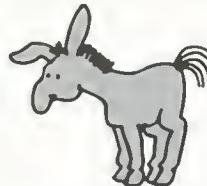
Ff



Bb Dd



Ff Cc



Cc Dd



Ff Bb



Bb Dd



Ff Cc



Cc Dd



Ff Bb

Beginning Consonants Gg, Hh, Jj, Kk

Directions: Say the name of each letter. Say the sound that each letter makes. Then, trace the letter that makes the beginning sound in the picture. After you finish, look around the room. Name the things that start with the letters Gg, Hh, Jj, and Kk.



Gg



Hh



Jj



Kk



Kk

Hh



Gg

Kk



Gg

Hh



Jj

Gg



Beginning Consonants Ll, Mm, Nn, Pp

Directions: Say the name of each letter. Say the sound each letter makes. Then, trace the letters. Now, draw a line from each letter to the picture which begins with the letter. After you finish, say the letters Ll, Mm, Nn, Pp again.



Ll



Mm



Nn



Pp

L l



M m



N n



P p





Beginning Consonants Qq, Rr, Ss, Tt

Directions: Say the name of each letter. Say the sound that each letter makes. Then, trace each letter in the boxes. Color the picture which begins with the sound of the letter.



Qq



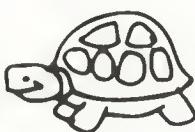
Rr



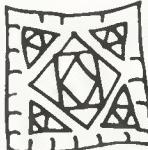
Ss



Tt



T t



Q q



R r



S s



Beginning Consonants Vv, Ww, Xx, Yy, Zz

Directions: Say the name of each letter. Say the sound the letter makes. Then, trace the letters. Now, draw a line from the letters that match the beginning sound in each picture.



Vv



Ww



Xx



Yy



Zz

V v



W w



X x



Y y



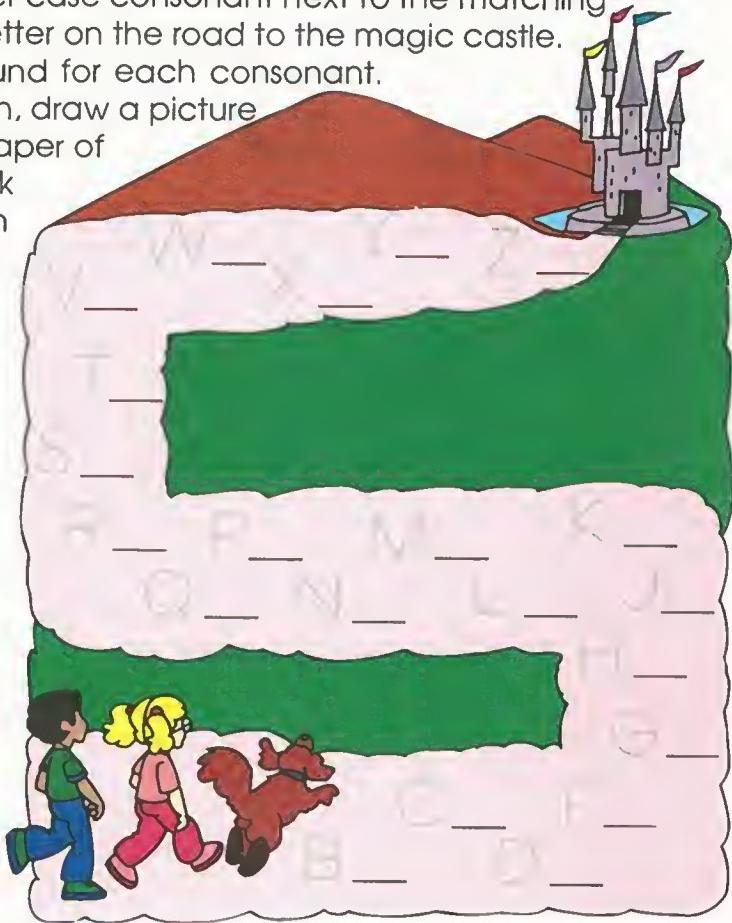
Z z





Review

Directions: Help Meg and Kent and their dog, Sam, get to the magic castle. Trace all of the letters of the alphabet. Then, write the lower case consonant next to the matching upper case letter on the road to the magic castle. Make the sound for each consonant. After you finish, draw a picture on another paper of what you think Meg and Sam will find in the magic castle.





Ending Consonants b, d, f

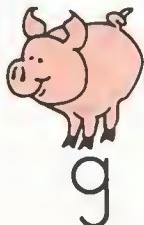
Ending consonants are the sounds that come at the end of the words that are not the vowel sounds.

Directions: Say the name of each picture. Then, write b, d, or f to name the ending sound for each picture.

	b		f		d
					
					
					

Ending Consonants g, m, n

Directions: Say the name of the picture. Draw a line from each letter to a picture which ends with the sound of that letter.



g



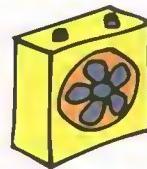
m



n



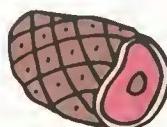
g



m



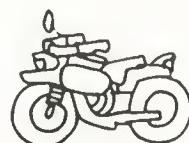
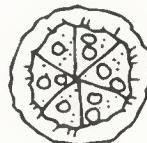
n





Ending Consonants k, l, p

Directions: Say the name of the pictures. Color the pictures in each row that end with the sound of the letter at the beginning of the row. Trace the letters.





Ending Consonants r, s, t, x

Directions: Say the name of the picture. Then circle the ending sound for each picture.



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x



Beginning and Ending Sounds Discrimination

Directions: Say the name of the picture. Draw a blue circle around the picture if it begins with the sound of the letter. Draw a green triangle around the picture if it ends with the sound of the letter.



w



l



m



k



n



u



t



s



z



Beginning and Ending Sounds Discrimination

Directions: Say the name of each picture. Draw a triangle around the letter that makes the beginning sound. Draw a square around the letter that makes the ending sound. Color the pictures.



o r t



f d w



v t b



x c r



t g d



d a k



l m h



x g r



p t v



Beginning and Ending Sounds Discrimination

Directions: Look at the example. Say the beginning and ending sounds for the word **pipe**. Write the letter that makes the beginning and ending sound for each picture.

p



p

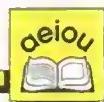


6

Review

Directions: Say the name of each object which has a consonant near it. Color the object orange if it begins with the sound of the letter. Color the object purple if it ends with the sound of the letter.





Short Vowel Sounds

The short vowel sounds used in this book are found in the following words: ant, egg, igloo, on, up.

Directions: Say the name of each picture. The short vowel sound may be in the front of the word or in the middle of the word. Color the pictures in each row that have the correct short vowel sound.

a



e



i



o



u

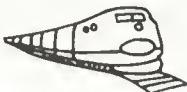


Long Vowel Sounds

Long vowel sounds say their own name. The following words have long vowel sounds: hay, me, pie, no, cute.

Directions: Say the name of each picture. Color the pictures in each row that have the correct long vowel sound.

a



e



i



o



u



Discrimination Of Short And Long Aa

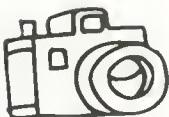
Directions: Say the name of each picture. If it has the short a sound, color it red. If it has the long ā sound, color it yellow.



á



ā



Discrimination Of Short And Long Ee

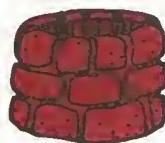
Directions: Say the name of each picture. Draw a circle around the pictures which have the short e sound. Draw a triangle around the pictures which have the long é sound.



é



é





Discrimination Of Short And Long Ii.

Directions: Say the name of each picture. Color it yellow if it has the short i sound. Color it red if it has the long ī sound.



ī



ī



ī

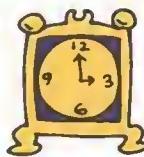
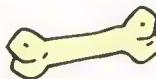


ī



Discrimination Of Short And Long Oo

Directions: Say the name of each picture. If the picture has a long o sound, write a green L in the space. If the picture has a short o sound, write a red S in the space.





Discrimination Of Short And Long Uu

Directions: Say the name of the picture. If it has the long u sound, write a u in the unicorn column. If it has a short u sound, write a u in the umbrella column.













Short And Long Vowel Sounds

Directions: Say the name of the picture. Write the correct vowel on each line to finish the word. Color the short vowel pictures yellow. Circle the long vowel pictures.



j _____ g



t _____ pe



i _____ af



p _____ n



l _____ ck



c _____ t



c _____ be



b _____ ll



k _____ te



r _____ pe



ABC Order

Use the first letter of each word to put the words in alphabetical order.

Directions: Draw a circle around the first letter of each word. Then, put the words in ABC order.



car



bird



moon



two



nest



fan

bird

car



card



dog



pig



bike



sun



pie

ABC Order

Directions: Circle the first letter of each animal's name. Write a 1, 2, 3, 4, 5, or 6 on the line next to the animals' names to put the words in **ABC** order.



skunk _____



dog _____



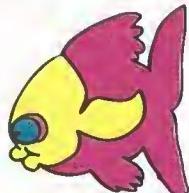
butterfly _____



zebra _____



tiger _____



fish _____



The Super E

When you add an **e** to some words, the vowel changes from a short vowel sound to a long vowel sound.

Example: rip + e = ripe.



Directions: Say the word under the first picture in each pair. Then, add an **e** to the word under the matching picture. Say the new word.



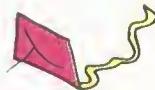
pet



tub



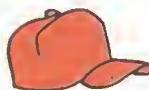
man



kit



pin



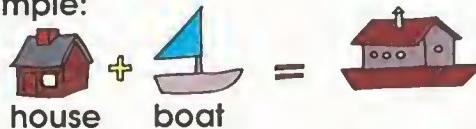
cap

Compound Words

Compound words are two words that are put together to make one word.

Directions: Look at the pictures and read the two words that are next to each other. Now, put the words together to make a new word. Write the new word.

Example:



houseboat



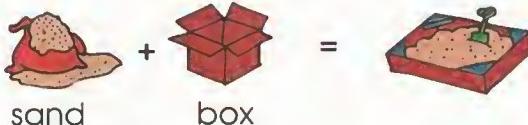
side

walk



lip

stick



sand

box



lunch

box

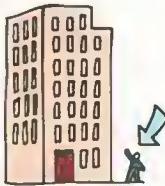


Synonyms

Synonyms are words that mean the same thing. **Start** and **begin** are synonyms.

Directions: Find the two words that describe each picture. Write the words in the boxes below the picture.

small funny large sad silly little big unhappy



Antonyms

Antonyms are words that are opposites. **Hot** and **cold** are antonyms.

Directions: Draw a line between the words that are opposites. Can you think of other words that are opposites?



closed



below



full



empty



above



old



new



open



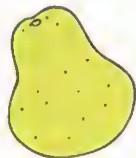
Homonyms

Homonyms are words that sound the same but are spelled differently and mean something different. **Blew** and **blue** are homonyms.

Directions: Look at the word pairs. Choose the word that describes the picture. Write the word on the line next to the picture.



1. sew so



2. pair pear



3. eye I



4. see sea



Review

Directions: Read the sentences below. Fill in the blanks with the correct word. Then circle the first letter of each word and write them in ABC order on the lines below.



sunglasses



Pete



rock



cold



eight

1. Sun + glasses = _____.
2. Another word for stone is _____.
3. The opposite word for hot is _____.
4. A word that sounds like the word ate _____.
5. Add an "e" to the word pet _____.

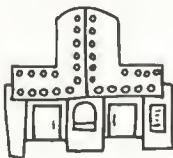
ABC Order:



Nouns Are Naming Words

Nouns tell the name of a person, place, or thing.

Directions: Look at each picture. Color it red if it names a person. Color it blue if it names a place. Color it green if it names a thing.





Nouns Are Naming Words

Directions: Write these naming words in the correct box.

store	zoo	child	baby	teacher	table
cat	park	gym	woman	sock	horse



Person



Place



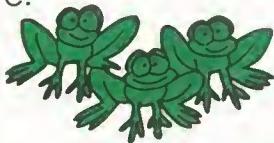
Thing



More Than One

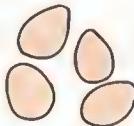
Some nouns name more than one person, place or thing.

Directions: Add an "s" to make the words tell about the picture.



frog __

pan __



boy __

egg __



horn __



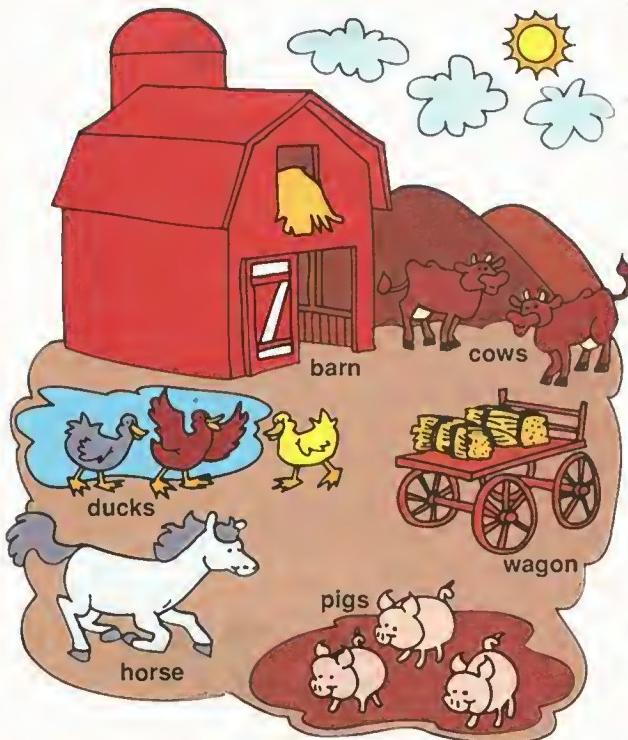
girl __



More Than One

Directions: Read the nouns under the pictures. Then, write the noun under **One** or **More Than One**.

One



More Than One



Verbs Are Action Words

Verbs are words that tell what a person or a thing can do.

Example: The girl pats the dog.

The word "pats" is the verb. It shows action.

Directions: Draw a line between the verbs and the pictures that show the action.



eat



run



sleep



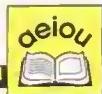
swim



sing



hop



Verbs Are Action Words.

Directions:

Look at the pictures.
Read the words.
Write an action
word in each
sentence below.



1. The two boys like to _____ together.
2. The children _____ the soccer ball.
3. Some children like to _____ on the swings.
4. The boy can _____ very fast.
5. The teacher _____ the bell.



Is And Are Are Special Words

Use "is" when talking about one person or one thing. Use "are" when talking about more than one person or thing.

Example: The dog is barking.
The dogs are barking.

Directions: Write "is" or "are" in the sentences below.



1. Jim _____ playing baseball.



2. Fred and Sam _____ good friends.



3. Cupcakes _____ my favorite treat.



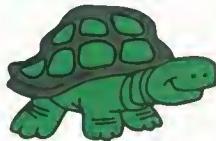
4. Lisa _____ a good soccer player.

Nouns And Verbs

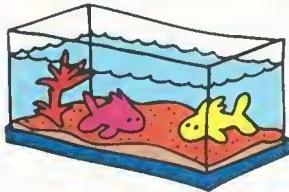
Directions: Read the sentences below. Draw a red circle around the nouns. Draw a blue line under the verbs.



1. The boy runs fast.



2. The turtle eats leaves.



3. The fish swim in the tank.



4. The girl hits the ball.



Words That Describe

Describing words tell us more about a person, place, or thing.

Directions: Read the words in the box. Choose a word that describes the picture. Write it next to the picture.

happy

round

sick

cold

long



Words That Describe

Directions: Read the words in the box. Choose the word that describes the picture. Write it on the line below.

wet

round

funny

soft

sad

tall





Words That Describe

Directions: Circle the describing word in each sentence.
Draw a line from the word to the picture.

1. The hungry dog is eating.



2. The tiny bird is flying.



3. Horses have long legs.



4. She is a fast runner.



5. The little boy was lost.



Names Of People

The names of people begin with a capital letter.

Directions: Choose a name from the box to go with each child. Write the name on the line. Start each name with a capital letter.

Sam	Fred
Jack	Lisa
Ann	Jenny



1

2

3

4

5

6

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Name That Cat

The name of a pet begins with a capital letter.

Directions: Read the names in the box. Choose one name for each cat. Write the name in the space under the cat.

Fritz

Fuzzy

Boots

King

Queenie

Lola





Holidays

Holidays begin with capital letters.

Directions: Choose the words from the box to match the holiday. Write the words under the picture. Be sure to start with capital letters.

Fourth of July
President's Day

Valentine's Day
Thanksgiving

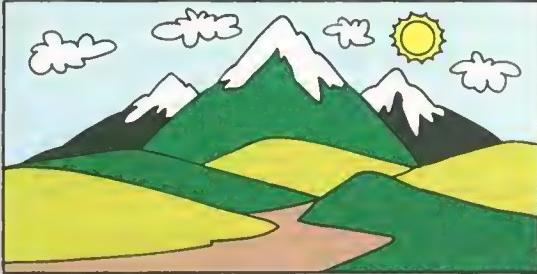




Days of the Week

The days of the week begin with capital letters.

Directions: Write the days of the week in the spaces below. Put them in order. Be sure to start with capital letters.



- Tuesday
- Saturday
- Monday
- Friday
- Thursday
- Sunday
- Wednesday



Review

Directions: Circle the letters that should be capital letters.
Underline the describing words.



1. jan has red flowers for mother's day.



2. We eat a hot lunch on monday.



3. jim and fred are fast runners.



4. spot is a small dog.



5. We go to the big store on friday.



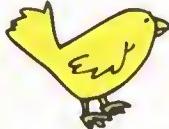
Telling Sentences

Sentences can tell us something. Telling sentences begin with a capital letter. They end with a period.

Directions: Read the sentences. Draw a yellow circle around the capital letter at the beginning of the sentence. Draw a purple circle around the period at the end of the sentence.



1. I am seven years old.



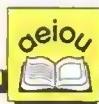
2. The bird is pretty.



3. The boy likes to dance.



4. Turtles like to swim.



Telling Sentences

Directions: Read the sentences. Write the sentences on the lines below. Begin each sentence with a capital letter. End each sentence with a period.

1. most children like pets
2. some children like dogs
3. some children like cats
4. some children like snakes
5. some children like all animals



1. _____
2. _____
3. _____
4. _____
5. _____



Telling Sentences

Directions: Read the sentences. Write the sentences below. Start each sentence with a capital letter and end with a period.

1. i like to go to the store with Mom
2. we go on Friday
3. i get to push the cart
4. i get to buy the cookies
5. i like to help Mom



1. _____
2. _____
3. _____
4. _____
5. _____



Asking Sentences

Asking sentences ask a question. An asking sentence begins with a capital letter. It ends with a question mark.

Directions: Draw a green line under the sentences that ask a question.



1. Does your room look like this?
2. Are the walls yellow?
3. There are many children.
4. Do you sit at desks or tables?
5. The teacher likes her job.



Asking Sentences

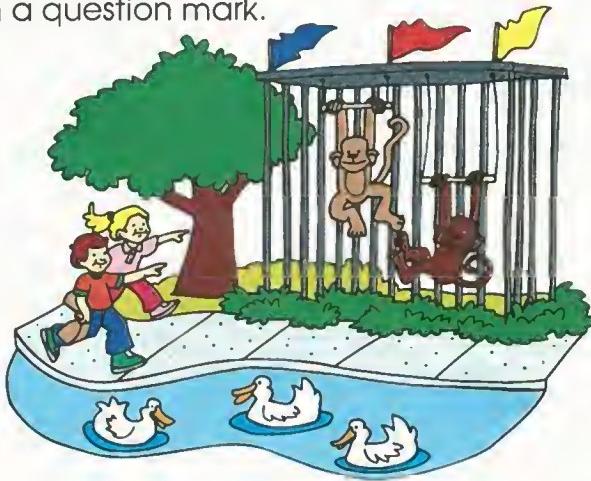
Directions: Draw a blue line under the sentences that ask a question.



1. We like to camp.
2. Do you like to camp?
3. We like to sing at camp.
4. Can you make a fire?
5. We like to cook hot dogs.

Asking Sentences

Directions: Write the first word of each asking sentence. Be sure to start each question with a capital letter. End each question with a question mark.



1. _____ you like the zoo do
 2. _____ much does it cost how
 3. _____ you feed the ducks can
 4. _____ you see the monkeys will
 5. _____ time will you eat lunch what



Periods And Question Marks

Use a period at the end of a telling sentence. Use a question mark at the end of an asking sentence.

Directions: Put a period or a question mark at the end of each sentence below.



1. Do you like a parade
2. The clowns lead the parade
3. Can you hear the band
4. The balloons are big
5. Can you see the horses

Review

Directions: Look at the picture. In the space below, write one telling sentence about the picture. Then, write one asking sentence about the picture.



A telling sentence.

An asking sentence.



Word Order

Word order is the logical order of words in a sentence.

Directions: Put the words in each sentence in order. Write the sentence on the lines.

1. We made lemonade. some
2. good. It was
3. We the sold lemonade.
4. cost It five cents.
5. fun. We had



1. _____
2. _____
3. _____
4. _____
5. _____

Word Order

Directions: Look at the picture. Put the words in the correct order. Write the sentences on the lines below.

1. a Jan starfish. has
2. and Bill to Peg swim. like
3. The shining. sun is
4. sand. the in Jack likes play to
5. cold. water The is



1. _____
2. _____
3. _____
4. _____
5. _____



Word Order Can Change Meaning

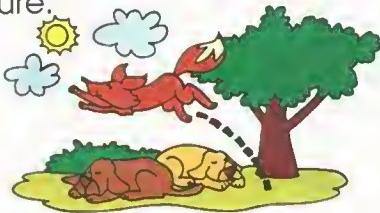
If you change the order of the words in a sentence, you can change the meaning of the sentence.

Directions: Read the sentences. Draw a purple circle around the sentence that describes the picture.

Example:

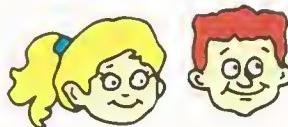
The fox jumped over the dogs.

The dogs jumped over the fox.

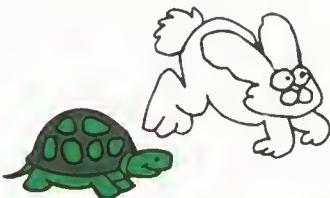


1. The cat watched the bird.
The bird watched the cat.

2. The girl looked at the boy.
The boy looked at the girl.



3. The turtle ran past the rabbit.
The rabbit ran past the turtle.





I Can Write Sentences

A story has more than one sentence.

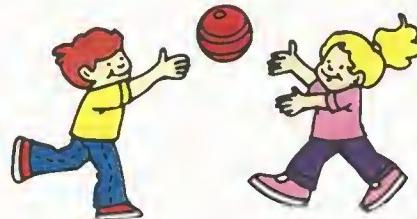
Directions: Use the words from the pictures to write a story.



girl



boy



play



books



swing



school

I am a happy _____. I go to _____.

I like to read _____. I like to _____.

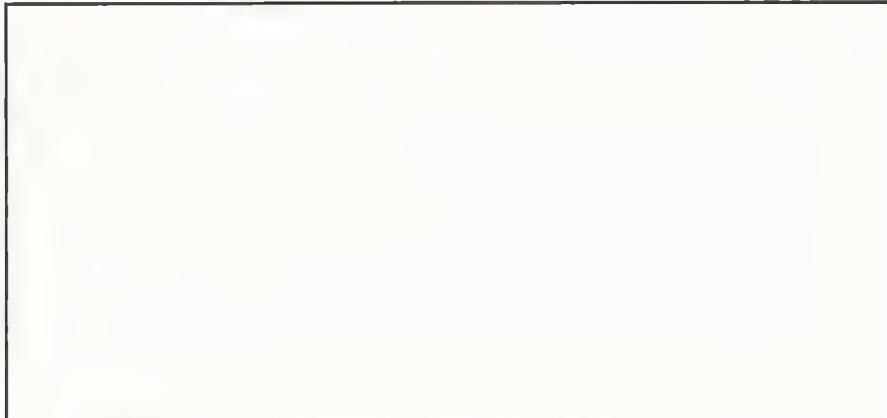
on the playground. I like to _____ on the swings.



I Can Write Sentences

Directions: Draw a picture of yourself in the box marked Me. Then write three sentences about yourself on the lines.

Me



1. _____
2. _____
3. _____



Review

Directions: Put the words in the right order to make a sentence. The sentences will tell a story.

1. a gerbil. has Ann
2. is The Mike. named gerbil
3. likes eat. Mike to
4. play. to Mike likes
5. happy a is gerbil. Mike



1. _____
2. _____
3. _____
4. _____
5. _____

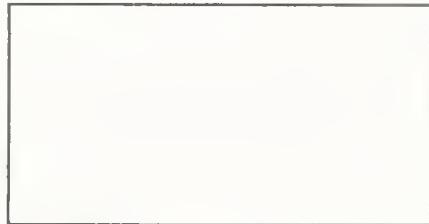
In My Home

Do this with a grown-up.
Look around your home.

Find something that begins with
the same sound as run.

Write its name. _____

Draw a picture of what you
named.



Find something that ends with
the same sound as wet.

Write its name. _____

Draw a picture of what you
named.



Find something that begins with
the same sound as ball.

Write its name. _____

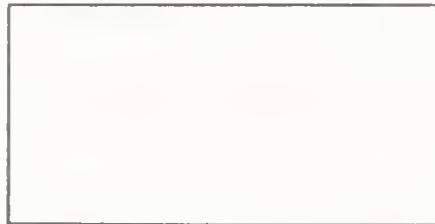
Draw a picture of what you
named.



Find something that ends with
the same sound as good.

Write its name. _____

Draw a picture of what you
named.



Suitcases

Do this with a grown-up.

Help the Green family pack for a trip.

Take turns.

Draw a line from each person to things
he or she will pack.

Mom will pack things with names that begin with
the same sound as mop.

Dad will pack things with names that begin with
the same sound as pig.

Pat will pack things with names that end with
the same sound as look.

Bill will pack things with names that end with
the same sound as well.



Toss a Word

Play this game with a grown-up.

Get a penny and toss it on the game board.

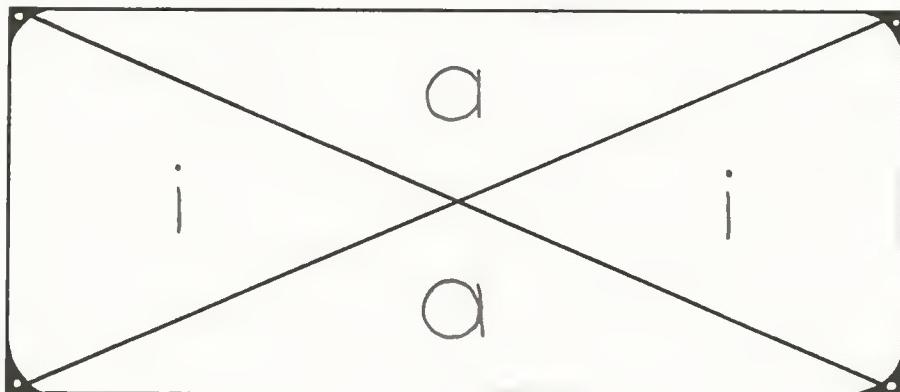
Look at the letter in the space where the penny lands.

Try to use the letter to finish a word on your
Word Card.

Write the letter in the word.

Take turns.

To win, you must fill in your Word Card first.



My Word Card

l _ p d _ g r _ b c _ p f _ n m _ p

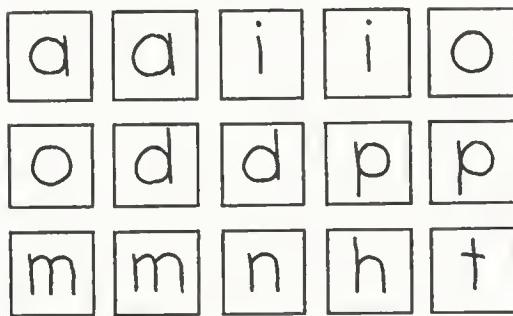
My Grown-up's Word Card

l _ p d _ g r _ b c _ p f _ n m _ p

Make a Word

Play this game with a grown-up.

Make letter cards like these.



Turn over the cards.

Pick 3 cards.

Try to use the letters to make a real word.

Write the word on your Word Board.

Then turn your cards back over.

Take turns.

The first player to make 3 different words wins.



My Word Board

My Grown-up's Word Board

Do They Sound the Same?

Play this game with a grown-up.

Make word cards like these.

bat	ran	can	had	did
big	fit	hid	ten	bed
men	pet	not	hop	job
got	but	fun	run	hug

Turn over the cards.

Pick 2 cards.

Read the words on the cards out loud.

Listen for the vowel sounds.

If the words have the same vowel sound,
keep the cards.

If the words do not have the same vowel sound,
turn the cards back over.

Take turns.

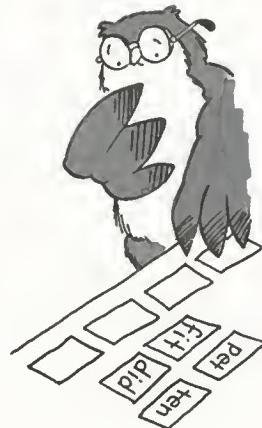
Play until no more cards are left.

Then count your cards.

How many cards do you have? _____

How many cards does your grown-up have? _____

The player with more cards wins the game.



Word Checkers

Play this game with a grown-up.

Make 8 small red markers.

Put them on the two bottom rows of words.

Have your grown-up make 8 small blue markers.

Put them on the two top rows of words.

Then play checkers, but with one difference.

Read the word in a box before you put a marker on it.



	to		do		has		of
let		as		so		fly	
	us		for		be		old
two		now		who		way	
	get		me		by		yes
up		had		her		him	
	but		old		saw		day

Which Is Better?

Do this with a grown-up.

Read the words in the first box.

Put an X under the name of the thing you like better.

Put a ✓ under the name of the thing your grown-up likes better.

Do the rest of the boxes the same way.



apple or banana

milk or juice

lions or tigers

elephants or bears

trees or flowers

winter or summer

airplanes or trains

cars or trucks

orange or green

Make up 2 more sets of words.

Put an X under the names of the things you like better.

_____ or _____

_____ or _____

Fill the Balloons

Play this game with a grown-up.

Toss a coin on the game board.

Read the words in the box where the coin lands.

If the words have the same or almost the same meaning, color 2 of your balloons.

If the words have opposite meanings, color 1 balloon.

Take turns.

You win if you color all your balloons first.

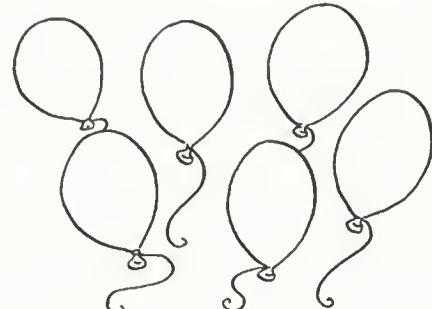


happy	on	little	more
sad	off	small	less
nice	silly	up	below
mean	funny	down	under

My Balloons



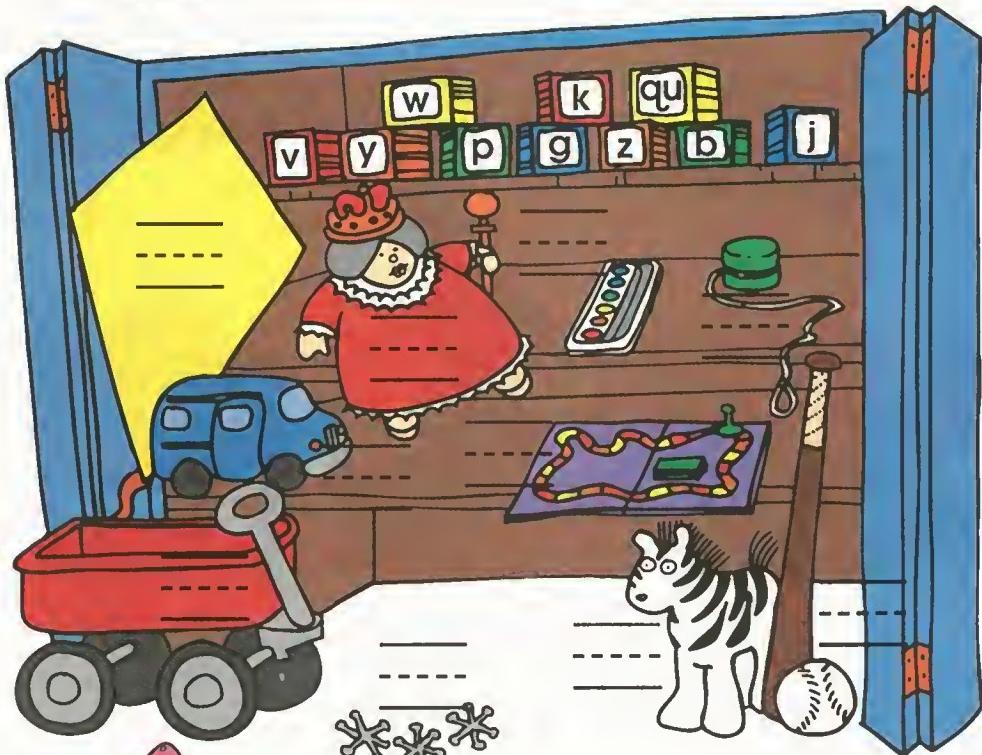
My Grown-up's Balloons





Beginning Consonants

Directions: Look at the letters on the blocks. Say each picture name. On the line, write the letter or letters from the blocks that stand for the sound you hear at the beginning of the picture name.



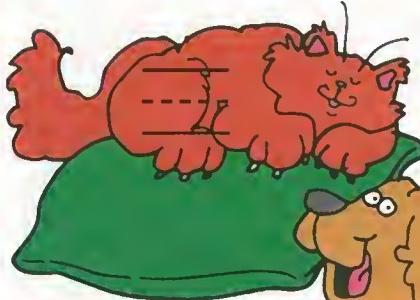
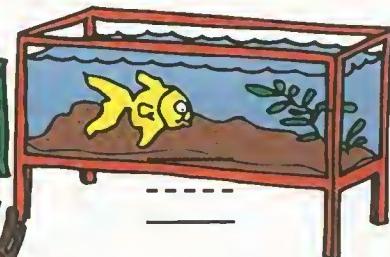
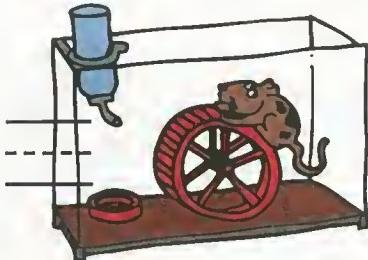
When you clean your closet, what might you do with the toys that you have outgrown?





Beginning Consonants

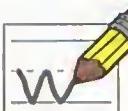
Directions: Say the name of each animal in the pet store. On the line, write the letter that stands for the sound you hear at the **beginning** of the picture name.



Which of these animals would you like to have as a pet?
What will you name your pet?
What will you buy at the pet store to help you take care of it?

Ending Consonants

Directions: Say the name of each animal at the zoo. On the line, write the letter that stands for the sound you hear at the **end** of the picture name.



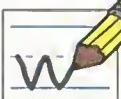
Imagine that you are the zookeeper at this zoo.
What will you tell visitors about the zoo and its animals?



Middle Consonants

The letter **d** stands for the sound you hear in the middle of the word **ladder**.

Directions: Say each picture name. On the line, write the letter that stands for the sound you hear in the **middle** of the picture name.



Why do you think the ladder is propped against the tree?



Beginning, Middle, and Ending Consonants

Directions: Say each picture name. In the spaces below the picture, write the letters that stand for the sounds you hear at the beginning, middle, and end of the picture name. The first one shows you what to do.



c m l

















Short Vowels



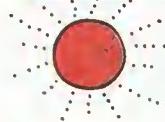
cat



pin



top

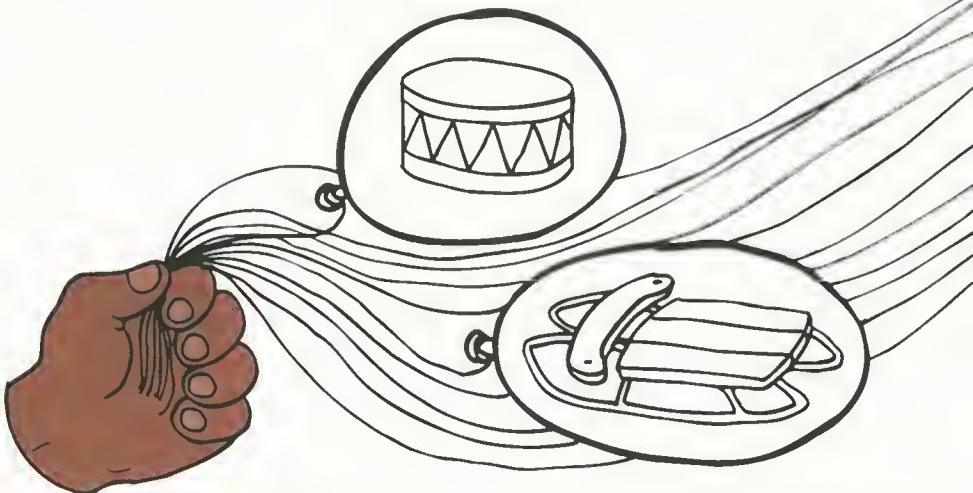


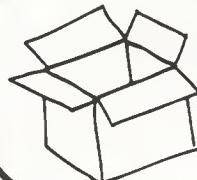
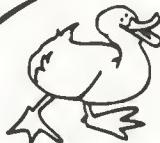
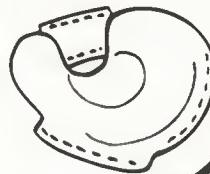
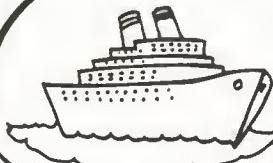
sun



web

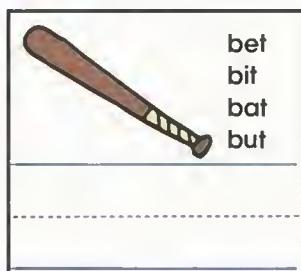
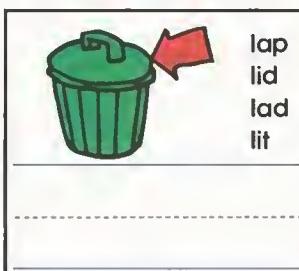
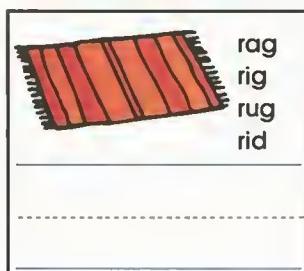
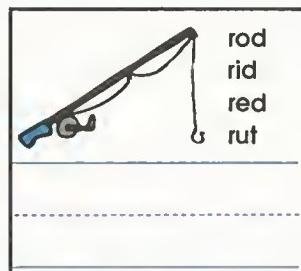
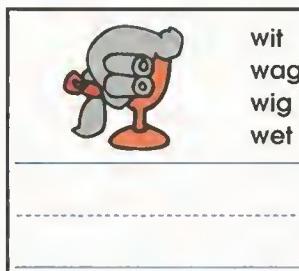
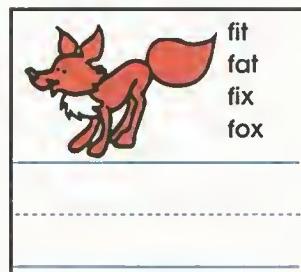
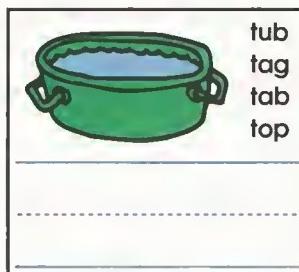
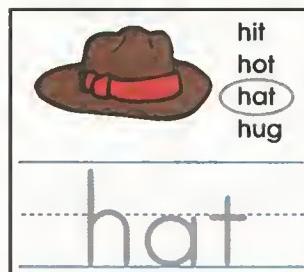
Directions: Say each picture name on pages 8 and 9. Listen to the short vowel sound. Find the letter that stands for the vowel sound on a crayon. Use your crayons to make the balloons the right color.





Short Vowels

Directions: Say the name of each picture. Circle the picture name. Write the name. The first one shows you what to do.





A Plan for Reading

Directions: Read this sentence:



Can Dad get the big box off the bus?

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, circle the word that will complete each sentence.

1. The first letter in each word is a
2. The second letter in each word is a
3. The third letter in each word is a

consonant .
vowel .
consonant .
vowel .
consonant .
vowel .

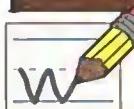
Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-consonant** or the **CVC** pattern. Words with the CVC pattern usually have a short vowel sound. Knowing about the CVC pattern gives you a plan for figuring out new words.

A Plan for Reading



When you come to a new word with the **CVC** letter pattern,
try the **short vowel** sound.

Then read the sentence again to be sure the word makes sense.



Write more about the big box. Who sent it? Why?
What will Dad do next?



Review Consonants and Short Vowels

Directions: Write the picture name on the line.





Review Consonants and Short Vowels

Directions: Read each sentence. Draw a picture of what the sentence tells about.

Peg has six nuts in a box.

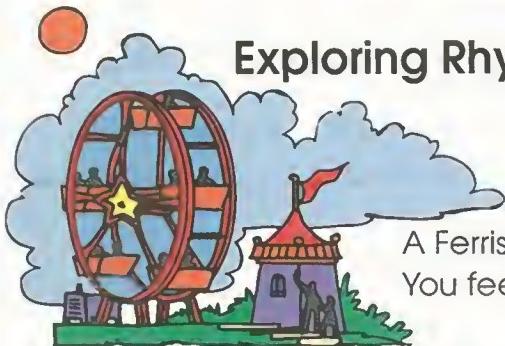
Ten bugs sat on a big log.

Directions: Now write a sentence that tells about the picture below.





Exploring Rhyming Words

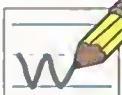
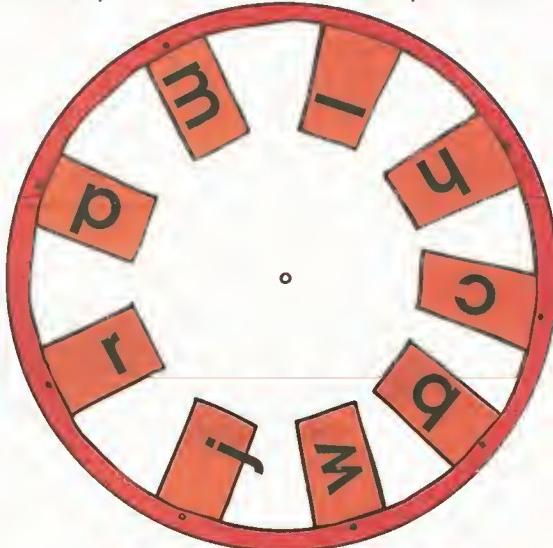


A Ferris wheel is lots of fun.

You feel like you can touch the sun!

Directions: Words like **fun** and **sun** are called rhyming words because they have the same ending sounds. Cut out the wheels. Put the little wheel on top of the big Ferris wheel. Push a straw or a ballpoint pen through the center. Turn the little wheel. How many rhyming words can you make? List the words you make on a separate sheet of paper.

Diagram:



Use your list of rhyming words to write a short rhyme about something you think is fun to do.



Rhyming Words

Directions: Read each riddle. Write the answer on the line. Then write two words that rhyme with the answer. The first one shows you what to do.

We carry groceries in it. It holds books or our lunch, too. What is it?

bag

rag

tag

It likes to dig in the mud. It has a curly tail. What is it?

b

w

It is the number of our fingers. It is the number of our toes too! What is it?

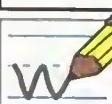
m

p

Bunnies can do this. So can kangaroos and frogs. What is it?

m

t

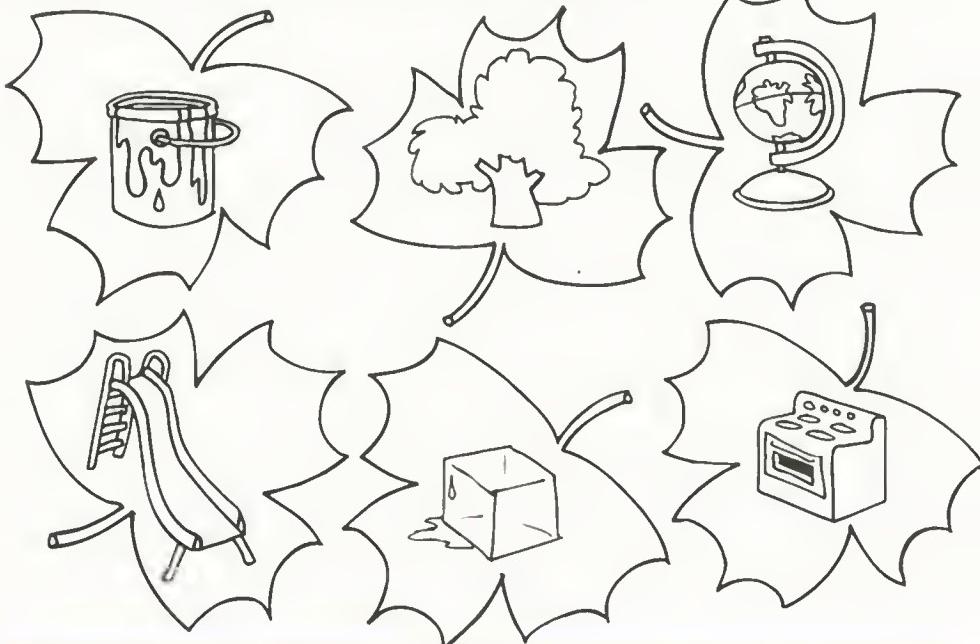


Make up a riddle about one of the rhyming words.
Ask a friend to solve it.

Long Vowels



Directions: Say each picture name on pages 16 and 17. Listen to the long vowel sound. Find the letter that stands for the long vowel sound on a crayon. Use your crayons to make the leaves the right color.

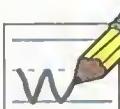
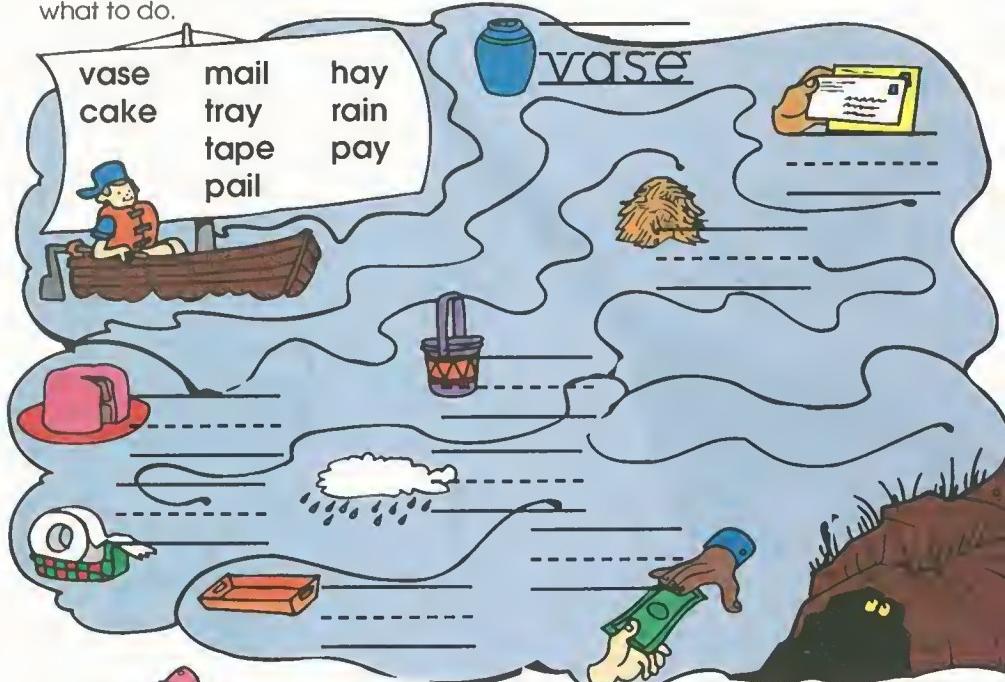




Long Vowel a

Help Jay sail across the lake to the cave.

Directions: Long a is the sound you hear in the words **Jay**, **sail**, and **lake**. Read the words on Jay's sail. Then look at the pictures on the maze. Use the words on the sail to label the pictures on the maze. The first one shows you what to do.



Write about an adventure Jay has when he gets to the cave.

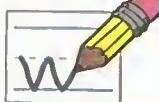
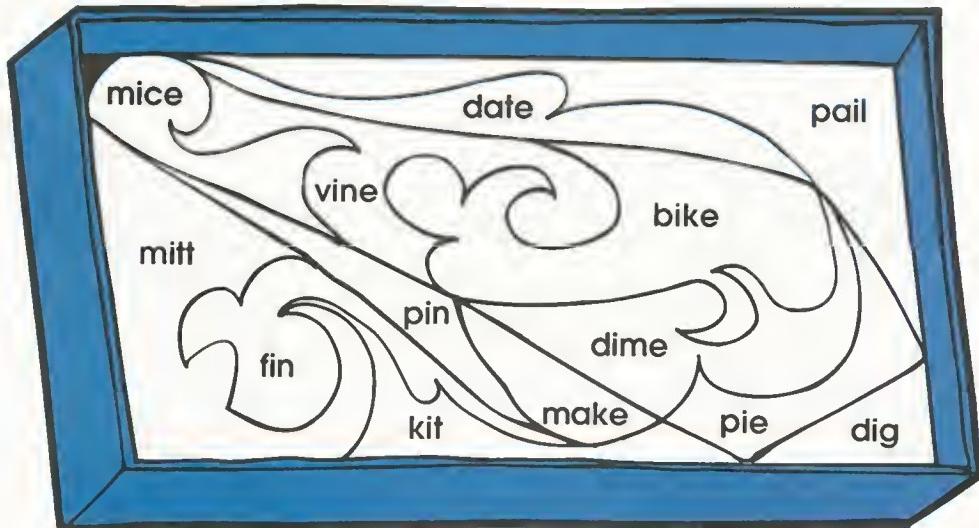


I like this gift best.
And that's no lie.

Long Vowel i



Directions: Long i is the sound you hear in the words **like** and **lie**. Read each word below. Find out what gift Dad likes best by coloring the space if the word has the long i sound.



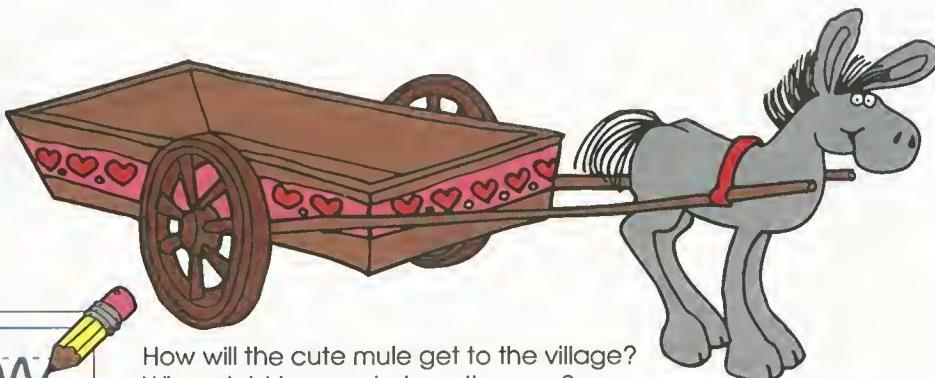
Think about the best gift you ever received.
Why was it your favorite?



Long Vowel u

The cute mule pulls a cart to the village.

Directions: Long u is the sound you hear in the words **cute** and **mule**. Read the words at the bottom of the page. Cut them out. If the word has the **long u** sound, paste it on the cart. Then draw a little picture that goes with each word.



How will the cute mule get to the village?
Who might he meet along the way?

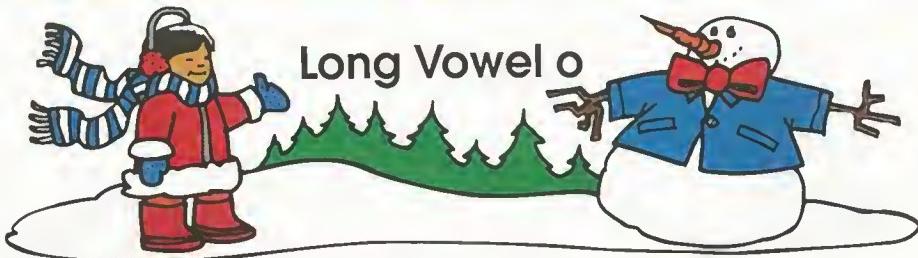
cube

bug

tube

cane

flute



Joe used a coat, a bow, and a carrot for the nose.

Directions: Long o is the sound you hear in the words **Joe**, **coat**, **bow**, and **nose**. Cut out the flash cards. Sort them by different spellings for the sound of long o. Read each word. Then make up a game to play with the cards.

toe

soap

goat

rope

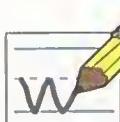
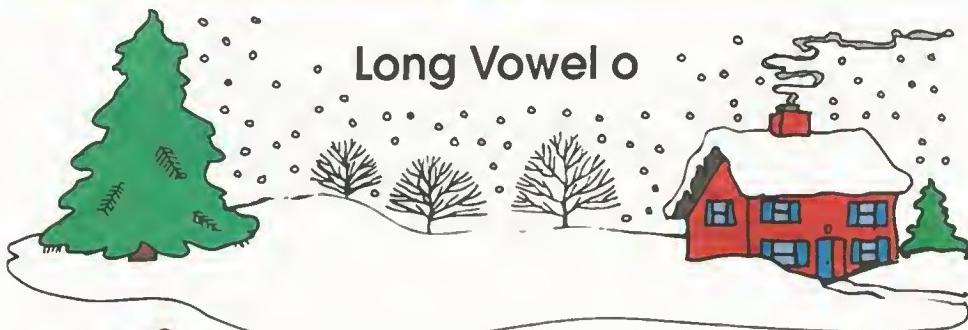
mow

hoe

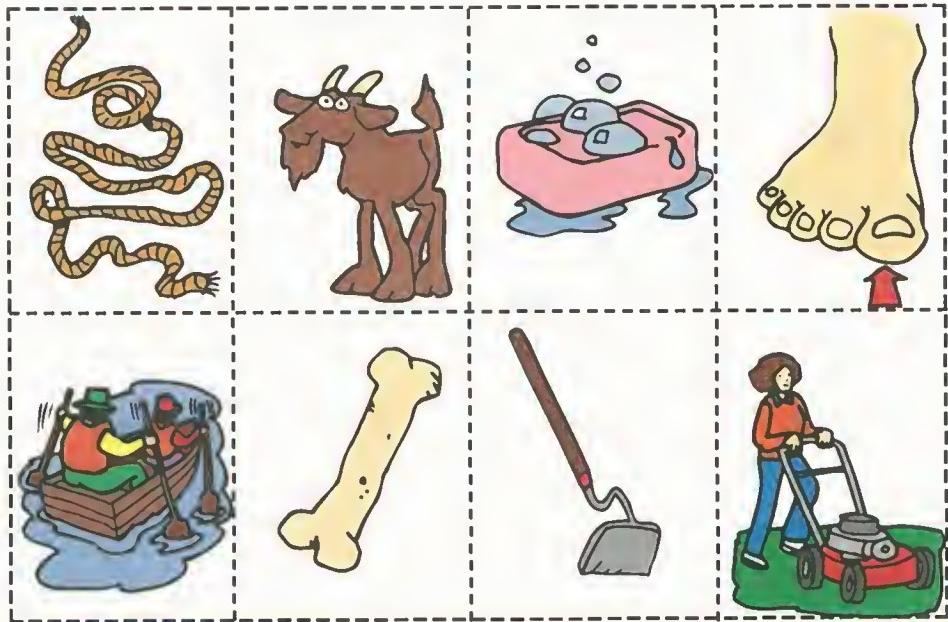
bone

row

Long Vowel o



Imagine that lots and lots of snow has just fallen. What will you do in all that snow?

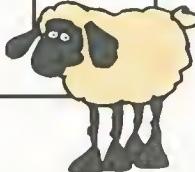
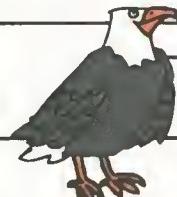
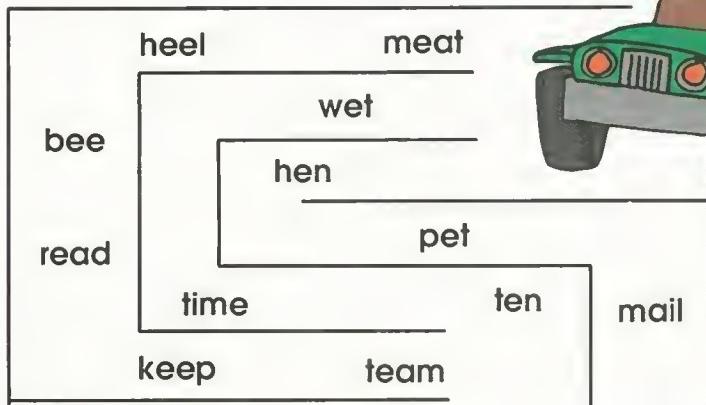




Long Vowel e

Take a seat in the jeep.

Directions: Long e is the sound you hear in the words **seat** and **jeep**. Take a ride in the jeep to see an animal that is the symbol of the United States. Follow the path that has long e words to find out which animal it is.



What other animal would be a good symbol for our country? Tell why you think so.



Exploring Short and Long Vowels



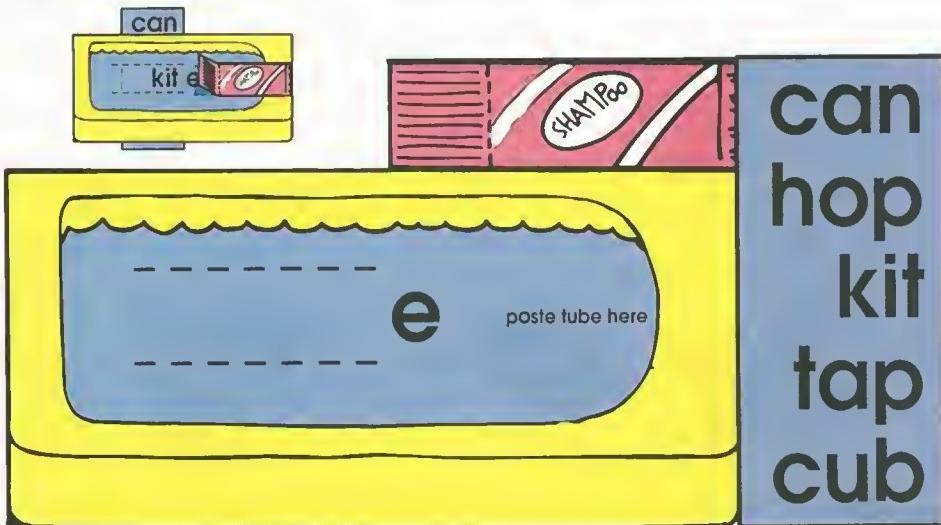
cap + e = cape



Directions: Adding **e** to the end of the short vowel word **cap** changes it to the long vowel word **cape**. Cut out the tub and the water. Cut on the dotted lines to make slits. Slip the water through the slits in the tub. Next, cut out the tube. Paste the tube in the tub, but don't paste the cap down.

When the cap is on the tube, read the short vowel word. Then, fold the cap back to show the **e**. Read the long vowel word.

Diagram:





A Plan for Reading



Directions: Read this sentence:

In June, Pete rode his bike to the lake.

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, circle the correct answer.

1. The first letter in each word is a
2. The second letter in each word is a
3. The third letter in each word is a
4. The fourth letter in each word is the

consonant

vowel

consonant

vowel

consonant

vowel

consonant e

vowel e

Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-consonant-e** or the **CVCe** pattern. In words with the **CVCe** pattern, the first vowel is usually long and the final **e** is silent. Knowing about the **CVCe** pattern gives you a plan for figuring out new words.

A Plan for Reading

When you come to a new word with the **CVCe** letter pattern,
try the **long vowel** sound.

Then read the sentence again to be sure the word makes sense.

Long Vowels

Directions: Read the words in the box. Use the words to find the name of each picture. Write the name on the line.

rain soap seal mail toad meat



Directions: Find the word in the box that belongs in each sentence. Write the word on the line.

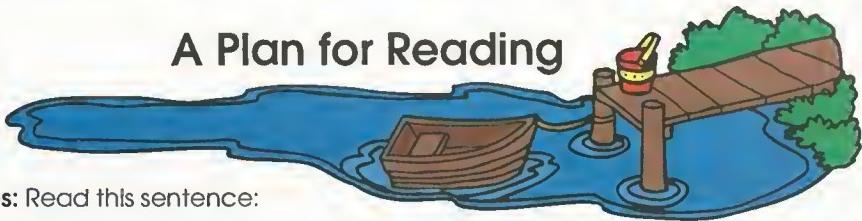
seat load paid wait



1. Jean _____ for a ticket.
2. Then she had to _____ in line.
3. Soon they will _____ the coaster.
4. Will she get the front _____ ?



A Plan for Reading



Directions: Read this sentence:

We tied our boat next to a pail.

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, circle the word that will complete the sentence.

1. The first letter in each word is a
2. The second letter in each word is a
3. The third letter in each word is a
4. The fourth letter in each word is a

consonant .
vowel .
consonant .
vowel .
consonant .
vowel .
consonant .
vowel .

Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-vowel-consonant** or the **CVVC** pattern. In words with the CVVC pattern, the first vowel is usually long and the second vowel is silent. Knowing about the CVVC pattern gives you a plan for figuring out new words.

A Plan for Reading



When you come to a word with the **CVVC** letter pattern,
try the **long** sound of the first vowel.

Then read the sentence again to be sure the word makes sense.

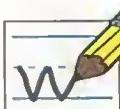


Review Long Vowels

Directions: Find the word in the box that will complete each sentence. Write the word on the line.

pail sheep nine bone pie tune play

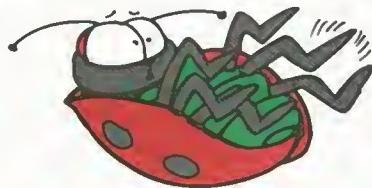
1. Little Tommy Tucker sang a _____ for his supper.
2. Old Mother Hubbard went to get her poor dog a _____.
3. Little Jack Horner got a plum from a sweet _____.
4. Mary's lamb made the children laugh and _____.
5. Bo Peep's lost _____ came home wagging their tails.
6. Jack and Jill went up a hill to get a _____ of water.
7. The pease porridge was _____ days old.



Did you notice that the sentences above are about nursery rhymes? Work with someone to find the rhyme each sentence is about. Write one of the rhymes you remember.



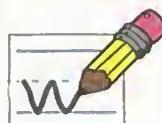
Review Short and Long Vowels



Can a bug wiggle its toe? No!

Directions: Read each sentence. Circle the answer.

1. Will a fox wear a tie? yes no
2. Can a mule sit in a pail? yes no
3. Will a pig dig in the mud? yes no
4. Can a seal help mow hay? yes no
5. Will a bee buzz in its hive? yes no
6. Will a cat run for a bone? yes no
7. Can a goat eat a bag of oats? yes no
8. Will a hen dive into a lake? yes no



Write a comic about a funny animal like the bug that tried to wiggle its toes.



Final y as a Vowel



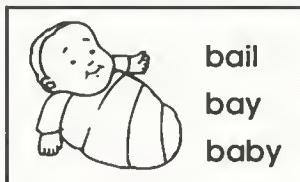
You know that **y** is a consonant. When **y** is at the beginning of a word, it stands for the sound at the beginning of **yard**.

Did you know that **y** can be a vowel too?

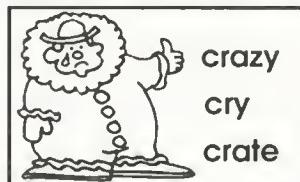
Sometimes **y** can stand for the **long e** sound at the end of **puppy**. Try this sound when **y** is the only vowel at the end of a word with more than one syllable or part.

Sometimes **y** can stand for the **long i** sound at the end of **dry**. Try this sound when **y** is the only vowel at the end of a one syllable word.

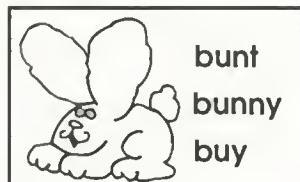
Directions: Say each picture name. Circle the word that names the picture. If **y** stands for the **long e** sound in **puppy**, color the picture **brown**. If **y** stands for the **long i** sound in **dry**, color the picture **orange**.



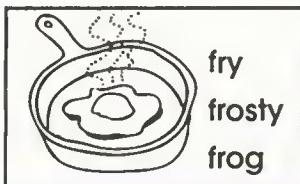
bail
bay
baby



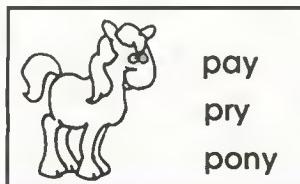
crazy
cry
crate



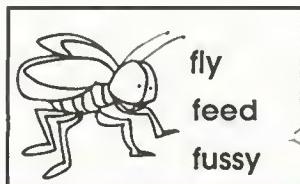
bunt
bunny
buy



fry
frosty
frog



pay
pry
pony



fly
feed
fussy



Final y as a Vowel

Directions: Find the word in the box that completes each sentence. Write it on the line.

funny my try sunny ninety sky

1. Today is _____ and hot, hot, hot!

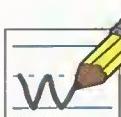
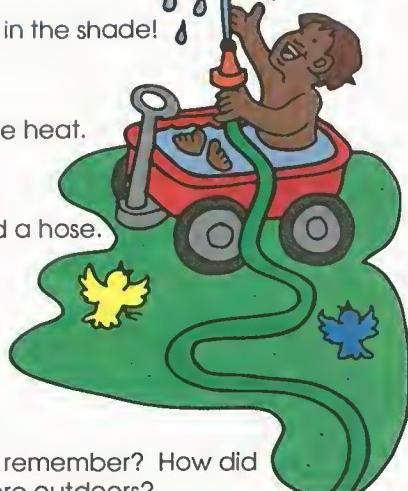
2. There isn't a cloud in the _____.

3. It feels like _____ degrees in the shade!

4. I must _____ to beat the heat.

5. I will use _____ wagon and a hose.

6. I look _____ but it works!



What is the hottest day you can remember? How did you beat the heat when you were outdoors?



Hard and Soft c

Get ready to race through the city!
Who will win the fancy shirt? Who will win the cake?

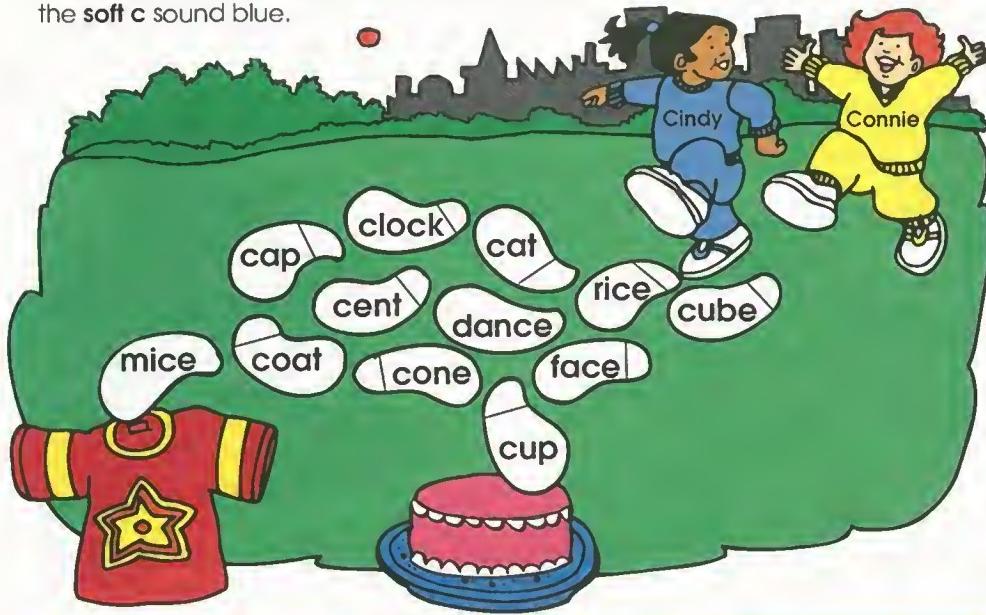
The letter **c** can stand for two different sounds.

You hear the **hard sound** of **c** at the beginning of **cake**.

You hear the **soft sound** of **c** in **race**, **city**, and **fancy**.

When **c** is followed by **e**, **i**, or **y**, try the soft sound.

Directions: Find out what Connie wins by coloring the prints with the words with the **hard c** sound yellow. Find out what Cindy wins by coloring the prints with the **soft c** sound blue.





Look! There's a gentle giant on my gym by the garden.

The letter **g** can stand for two different sounds.

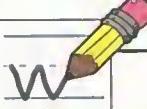
You hear the **hard sound of g** at the beginning of **garden**.

You hear the **soft sound of g** at the beginning of **gentle**, **giant**, and **gym**. When **g** is followed by **e**, **i**, or **y**, try the soft sound.

Directions: Use what you know about the sounds of the letter **g** to read more about the giant. Draw a picture to go with each sentence.

The giant had a magic egg.

One day a huge goose
saw the egg by the gate.



Finish the story about the giant, the goose, and the magic egg.



S Blends

The sounds you hear at the beginning of these words are consonant blends:



sticks



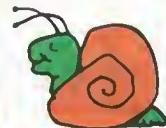
string



spoon



swim

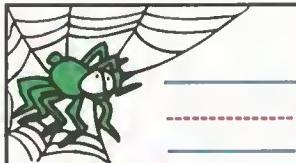


snail



sleep

Directions: Say the name of each picture. Print the letters that stand for the blend you hear at the beginning.



Directions: Circle the name of each picture.



smile
soap
smoke



stop
steps
strap



skunk
skirt
soak



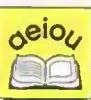
spring
spot
spray



slip
side
slide



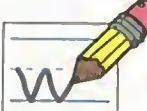
screen
scale
sail



S Blends

Directions: Read the words in the box. Then look at the picture. Use the words in the box to label the picture. The first one shows you what to do.

snow scarf sweater skates sled squirrel



What is your favorite season of the year? Why?

Take a survey to find out the favorite season of others you know.
Which season did the most people choose as their favorite?

L Blends

Directions:



clock

If you hear the sounds that the letters **cl** stand for, color the picture **red**.



flute

If you hear the sounds that the letters **fl** stand for, color the picture **yellow**.



blimp

If you hear the sounds that the letters **bl** stand for, color the picture **orange**.



globe

If you hear the sounds that the letters **gl** stand for, color the picture **brown**.



plum

If you hear the sounds that the letters **pl** stand for, color the picture **green**.





L Blends



Directions: Use the words in the box to complete the sentences about the picture above.

blue clap float glue please flag

_____ help us get ready for the parade.

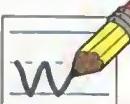
Our first job is to build a _____ out of wire.

Next we will _____ paper to the sides.

We hope the sky is _____ on parade day.

We will wave the United States _____

Everyone will _____ as we pass by.



List some places where you have seen the United States flag.
Why do you think people feel proud when they see our flag?



R Blends

Read each word. Listen for the blend at the beginning of each word.



tree



dress



bread



crown



frog

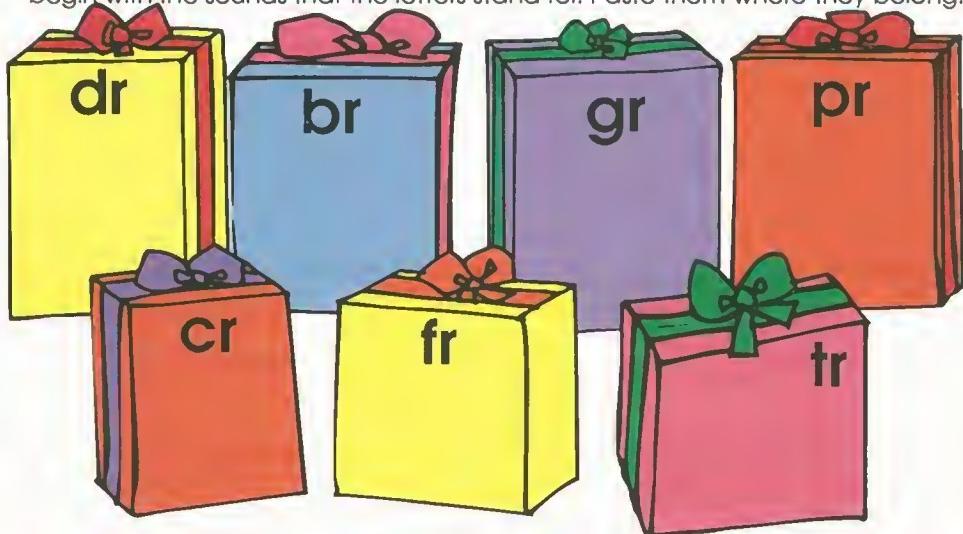


grapes



price

Directions: Look at the letters on the presents. Find the pictures below that begin with the sounds that the letters stand for. Paste them where they belong.





R Blends

Directions: Use each word in the box to complete the puzzle.

brick

drain

crab

train

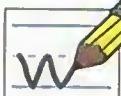
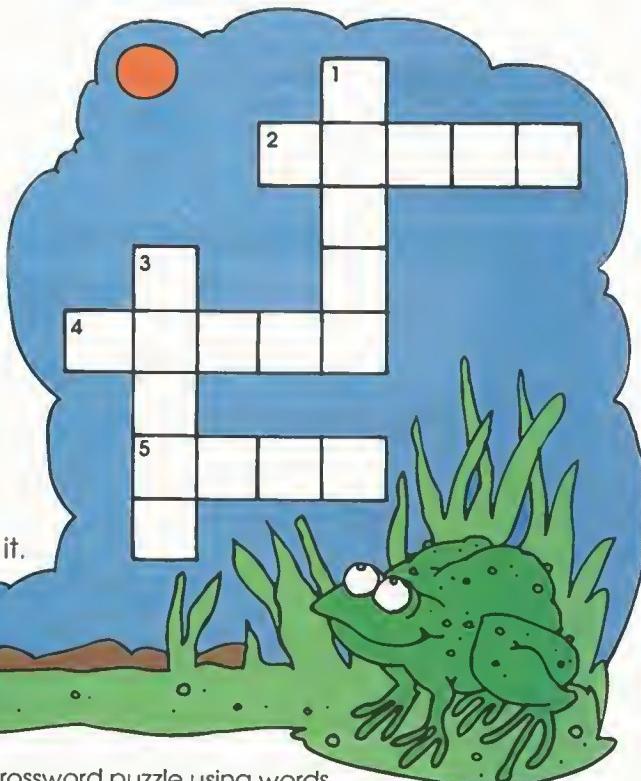
prize

Across

2. You might win it.
4. It runs on a track.
5. It lives by the sea.

Down

1. It is a hole in a sink.
3. You might build with it.



Make up a crossword puzzle using words with blends at the beginnings. Ask a friend to solve your puzzle.



Exploring Consonant Blends

Directions: Cut out the train and the smoke. Cut on the dotted lines to make slits. Slip the smoke through the slits on the train. Slide the smoke and read each new word.

Diagram:



br dr gr pl str tr



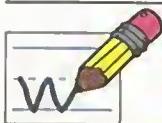


Review Consonant Blends



Directions: Read each sentence. Circle the word that completes each sentence. Write the word on the line.

- _____ dream
_____ stream
_____ clean
1. I like to sit and _____ about what I want to be.
_____ fry
_____ plant
_____ stop
2. I might let drivers know when to _____.
_____ sleep
_____ spell
_____ street
3. I could teach children to read and _____.
_____ store
_____ step
_____ flame
4. It would be fun to own a _____.
_____ plant
_____ dress
_____ star
5. Maybe I will be a big movie _____.
_____ smile
_____ grill
_____ small
6. That dream really makes me _____. !



What do you dream you might do someday?

Beginning Consonant Digraphs

Let's visit the chicks and sheep at the petting farm.



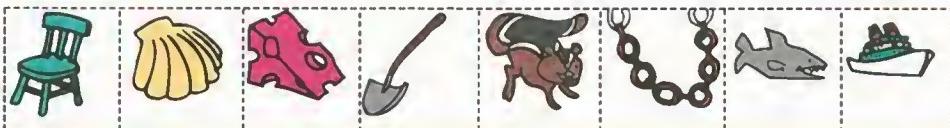
The letters you see at the beginning of the words **chicks** and **sheep** are called consonant digraphs. The two consonants go together to stand for one sound.

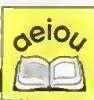
Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **chicks**, paste it near the chicks. If the picture name begins with the same sound as **sheep**, paste it near the sheep.



What do you think of this?

All petting farms are good places for animals to live.





Beginning Consonant Digraphs



Thirteen swimmers saw the huge whale.

13

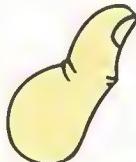
thirteen



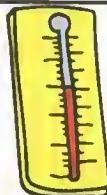
whale

Directions: Say each picture name. If you hear the first sound in **thirteen**, write **th** on the line. Write **wh** if you hear the first sound in **whale**.



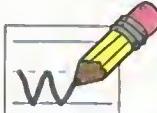


30









What would you do if you saw a whale in the ocean?

What would you do if you saw a whale stranded on the beach?

Final Consonant Digraphs



Josh looks at the clock.

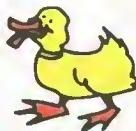
Directions: Write the picture name on the line.

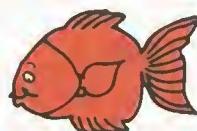












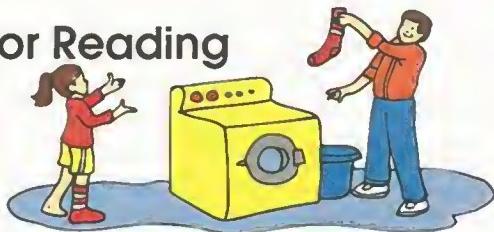








A Plan for Reading



Directions: Read this sentence:

What luck! We found the lost sock!

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, circle the word that will complete each sentence.

1. The first letter in each word is a
2. The second letter in each word is a
3. The third letter in each word is a
4. The fourth letter in each word is a

consonant

vowel

consonant

vowel

consonant

vowel

consonant

vowel

Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-consonant-consonant** or CVCC pattern. Words with the CVCC pattern usually have a short vowel sound. Knowing about the CVCC pattern gives you a plan for figuring out new words.

A Plan for Reading

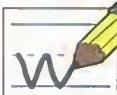
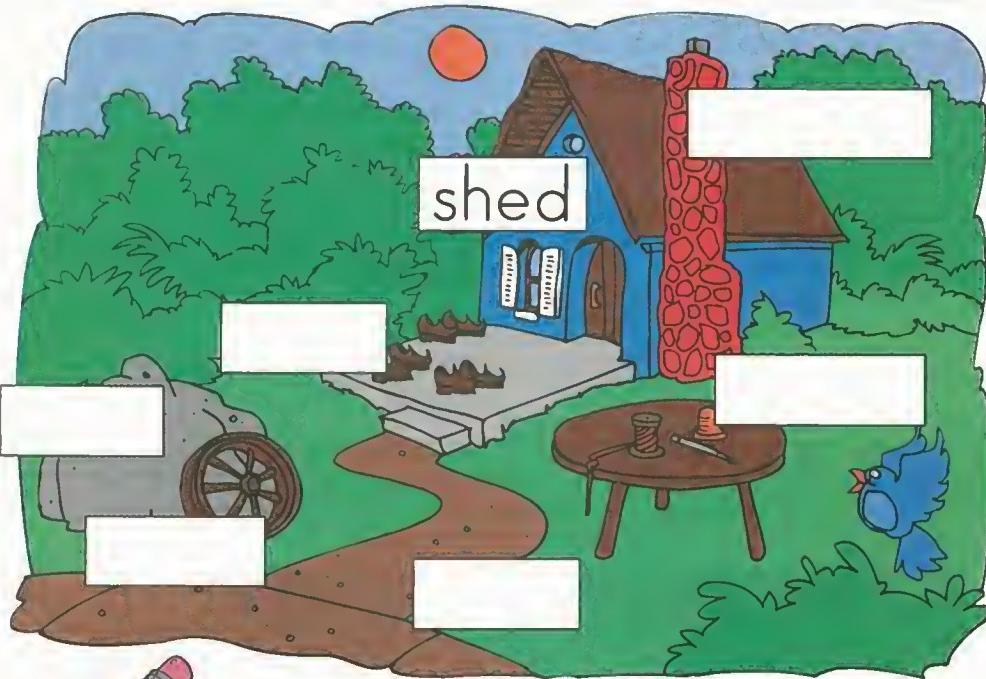
When you come to a new word with the **CVCC** letter pattern,
try the **short vowel** sound.

Then read the sentence again to be sure the word makes sense.

Review Consonant Digraphs

Directions: Read the words in the box. Then look at the picture. Use the words in the box to label the picture. The first one shows you what to do.

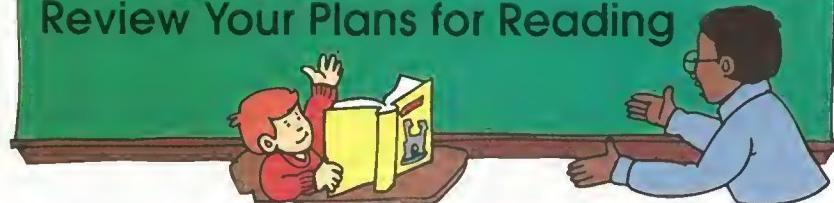
chimney shed wheel thimble
shoes path rock



Write a story about the picture.



Review Your Plans for Reading

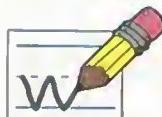


Directions: Write the underlined words under the correct letter pattern. The first one shows you what to do.

Tom began to moan, "It will take me a long time to read this good book. I'd like to be able to read all the words by myself. I can't wait to see what happens next!"

"You can do it," Mr. Jet reminded him. "There are many ways to figure out new words on your own. One way is to look for letter patterns."

CVC	CVCC	CVCe	CVVC
Tom			



What do you think of this?

Phonics can help me be a better reader and speller.

Use Your Plans for Reading

Directions: Write the words on the books above the correct letter pattern on the bookmark. Cut out the bookmark. Fold the bookmark on the dotted line and tape the sides. As you read, use the bookmark to help you remember the four plans for figuring out new words.

Pick can read take

Now you

CVC

CVCe

the lead.

CVCC

a
plan,
and
read,
read,
!

CVVC

What You Need to Know About Taking Tests

You can get better at taking tests. Here are some tips.

Do your schoolwork. Study in school. Do your homework all the time. These things will help you in school and on any tests you take. Learn new things a little at a time. Then you will remember them better when you see them on a test.

Feel your best. Get a good night's sleep. Eat a healthy breakfast.

Be ready for the test. Do practice questions. Learn about the different kinds of questions. Books like this one will help you.

Follow the test directions. Listen carefully to the directions your teacher gives. Read all instructions carefully. Watch out for words such as *not*, *none*, *never*, *all*, and *always*. These words can change the meaning of the directions. You may want to circle words like these. This will help you keep them in mind as you answer the questions.

Look carefully at each page before you start. Do reading tests in a special order. First, read the directions. Read the questions next. This way you will know what to look for as you read. Then read the story. Last, read the story again quickly. Skim it to find the best answer.

Use your time wisely. Many tests have time limits. Look at the clock when the test starts. Figure out when you need to stop. When you begin, look over the whole thing. Do the easy parts first. Go back and do the hard parts last. Make sure you do not spend too much time on any one part. This way, if you run out of time, you still have completed much of the test.

Sometimes it's good to guess. Here's what to do. Each question may have four or five answer choices. You may know that two answers are wrong, but you are not sure about the rest. Then make your best guess. If you are not sure about any of the answers, skip it. Do not guess. Tests like these take away extra points for wrong answers. So it is better to leave them blank.

What You Need to Know About Taking Tests

Check your work. You may finish the test before the time is up. Then you can go back and check your answers. Make sure you answered each question you could. Also, make sure that you filled in only one answer circle for each question. Erase any extra marks on the page.

To answer multiple choice questions:

- Answer easy questions first.
- Skip hard questions. Come back to them later. Circle the question to remember which ones you still need to do.

To answer fill-in-the-blank questions:

- Try to think of the answer before you look at the choices.
- See if one of the choices matches your answer.

To answer oral questions:

- Listen to the directions.
- Say each answer to yourself. Listen to the sounds.
- Look at all the words. Then mark the one you think is correct.

When you choose a picture to answer a question on a test:

- Listen to the story carefully.
- Try to imagine what is happening. Choose the picture that is closest to what you imagine.
- Change your answer only if you are sure it is wrong and another one is right.

Test-Taking Practice: Grade K

Directions: Listen for the word that means almost the same as the underlined word. Fill in the circle next to your answer.

1 delicious pizza

- boring
- hungry
- tasty

3 I am afraid of mice.

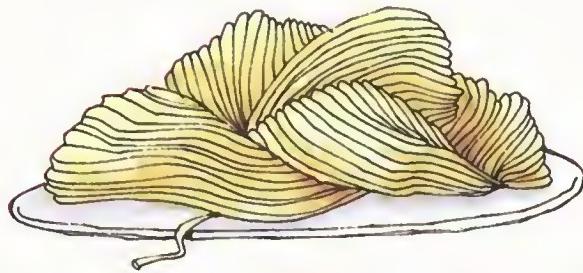
- bears
- rice
- moose

2 below the desk

- above
- behind
- under

4 I like to eat spaghetti dinner.

- winner
- supper
- finger



Test-Taking Practice: Grade K

Directions: Listen to an adult read the sentences and choices. Fill in the circle next to the answer that best completes the sentence.

1 The cereal is _____.

- in the bowl
 - at a movie
 - in the attic
-

2 The _____ is full of apples.

- tall tree
 - blue sea
 - big building
-

3 When I am thirsty,
I _____.

- chop wood
 - sing songs
 - drink water
-

4 We had cake at my birthday _____.

- hike
 - party
 - flower
-

5 Be _____ not to touch the oven.

- careful
- happy
- silly



Test-Taking Practice: Grade K

Directions: Listen to the story. Then fill in the circle next to the picture that best answers the question.

Wendy was Tanya's baby sister. Wendy wanted to do everything Tanya did. Tanya was going to eat the last piece of cake. Wendy wanted a piece too. Tanya got an idea. She cut the piece of cake in half. They ate their snack together.

- 1 Which picture shows Wendy?



- 2 What did Wendy want to eat?

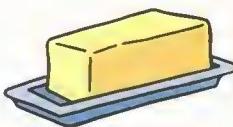


Test-Taking Practice: Grade K

Directions: Look at the picture in each box. Fill in the circle next to each beginning sound.



p t



b p



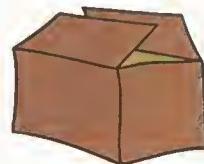
n c



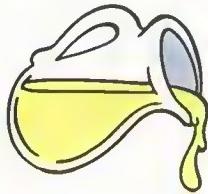
n b



t n



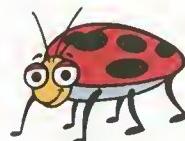
t b



p b



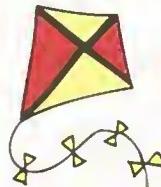
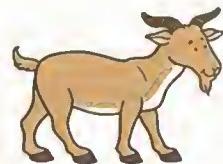
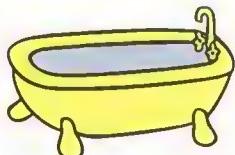
c p



c b

Test-Taking Practice: Grade K

Directions: Look at the picture in each box. Fill in the circle next to each ending sound.

 t p n b b t n p p b p t b p n p t n

Test-Taking Practice: Grade K

Directions: Listen to an adult say the word. Fill in the circle next to the word that has the same beginning sound.

1 desk

- chair bat den
-

Directions: Listen to an adult say the word. Fill in the circle next to the word that has the same ending sound.

2 make

- man nose rock
-

Directions: Listen to an adult say the word. Fill in the circle next to the word that rhymes.

3 find

- left fun kind

Test-Taking Practice: Grade K

Directions: Listen for the word that has the same beginning sound as street.
Fill in the circle next to that word.

- 1 strong teeth horse
-
-

Directions: Listen for the word that has the same beginning sound as flat.
Fill in the circle next to that word.

- 2 tall sat fly
-
-

Directions: Listen for the word that has the same middle sound as ride.
Fill in the circle next to that word.

- 3 miss line hair
-
-

Directions: Listen for the word that has the same middle sound as get.
Fill in the circle next to that word.

- 4 ten here real
-
-

Test-Taking Practice: Grade K

Directions: Listen for the word that has the same beginning sound as large. Fill in the circle next to that word.

1



leaf

arm

hill

Directions: Listen for the word that has the same beginning sound as golf. Fill in the circle next to that word.

2



fox

tall

gone

Directions: Listen for the word that has the same middle sound as hat. Fill in the circle next to that word.

3

bag

buy

bit

Directions: Listen for the word that has the same middle sound as wet. Fill in the circle next to that word.

4

room

rest

roll

Test-Taking Practice: Grade 1

Directions: Listen to the story and fill in the circle for the answer to each question. Carol wanted to ride her bike with her friend, Ramon. They would ride up the street to the playground. When she went to get her bike, Carol saw it had a flat tire.

- 1 Which picture shows what was wrong with Carol's bike?



- 2 Find the picture that shows where Ramon and Carol wanted to go.



- 3 Find the sentence that tells how Carol probably felt when she saw her bike.

She was happy.

She was sad.

She didn't care.

Listen to the rest of the story: Carol told her big brother about the tire. He said he could fix it right away. He fixed the tire, and Carol could ride with her friend.

- 4 Mark the circle under the words that tell what this story was mostly about.
going for a ride fixing a bike going to the playground

Test-Taking Practice: Grade 1

Directions: Find the word that means big. Fill in the circle next to that word.



funny

cool

large

empty



Think about the definition.

Choose the best answer.

- 1** Find the word that means twelve months.

yard

year

pail

mile

- 2** Find the word that means a kind of fruit.

tree

bread

milk

orange

- 3** Find the word that means a place where people live.

house

chair

roof

tree

- 4** Find the word that means something made of wood.

dress

glove

brick

log

- 5** Find the word that means something that makes honey.

fish

bird

bee

cow

Test-Taking Practice: Grade 1

Directions: Find the word that means something that you read. Fill in the circle next to that word.

SAMPLE
A

snack

book

seat

sound

1 Which word means a small city?

road

hill

house

town

2 Which word means a body of water?

lake

field

tree

cave

Directions: Find the word that means about the same as the underlined word.

3 search for

- race
- jump
- look
- write

4 large boat

- wagon
- balloon
- cart
- ship

5 will listen

- hear
- taste
- find
- sell

6 wet cloth

- damp
- small
- soft
- warm

Test-Taking Practice: Grade 1

Directions: Which answer choice fits best in the blank? Fill in the circle next to that choice.

SAMPLE
A

The _____ deer was shy. It stood beside its mother.

- young brave
- fast tall



Try each answer in the blank.

Directions: For numbers 1–6, find the word that best fits in the blank.

1 We must _____ soon or we will be late.

- play start
- call study

2 Put the ladder _____ the wall so I can climb up.

- inside along
- against below

3 Put the food on the _____ and then serve it.

- dishes floor
- stove chairs

4 The _____ was bright. It was easy to see even though it was night.

- moon cloud
- sun fog

5 Helena _____ her room blue and white.

- cleaned fixed
- slept painted

6 The cat's claws are _____, so be careful when you play with it.

- soft sharp
- furry nice

Test-Taking Practice: Grade 1

Directions: Which answer choice fits best in the blank? Fill in the circle next to that choice.

SAMPLE
A

The ice was so _____. We couldn't walk on it.

safe

thin

thick

cold

1 The box was so heavy it took two of us to ____ it.

lift

see

find

2 The oven is hot. Now we can ____ the cookies.

taste

eat

buy

bake

3 Put your coat in the ____ and then close the door.

garden

box

closet

4 Each week, I try to save some money in my ____.

pocket

wallet

bank

5 The ____ at the beach were pretty. I took some home.

shells

water

crowd

Test-Taking Practice: Grade 1

Directions: Find the word that has the same beginning sound as joke. Fill in the circle next to that word.

SAMPLE
A

pay

jump

mop

funny

- 1 Which word has the same beginning sound as pork?

dust

late

pool

clap

- 2 Which word has the same beginning sound as van?

toast

move

near

vote

- 3 Which word has the same beginning sound as chest?

choose

touch

song

these

- 4 Which word has the same ending sound as knob?

coat

lunch

dear

club

- 5 Which word has the same ending sound as stew?

net

wheel

now

give

- 6 Which word has the same ending sound as third?

hard

land

barn

dark

Test-Taking Practice: Grade 1

Directions: Which word has the same ending sound as far? Fill in the circle next to that word.



fun

off

ran

her



Say each answer to yourself.

Listen for the ending sound.

1 Which word has the same ending sound as pin?

trap

can

nose

pet

2 Which word has the same ending sound as hit?

not

hear

win

dish

3 Which word has the same ending sound as have?

wish

head

van

love

4 Which word has the same ending sound as want?

wind

sent

both

5 Which word has the same ending sound as dirt?

learn

bird

heart

Test-Taking Practice: Grade 1

Directions: Which word has the same middle sound as bird? Fill in the circle next to that word.

SAMPLE
A



like

heard

noise

miss

- 1 Find the word that has the same middle sound as cow.



hope

roar

round

pop

- 2 Find the word that has the same middle sound as tent.



rest

team

seem

they

- 3 Find the word that has the same middle sound as rain.

load

that

bread

game

- 4 Find the word that has the same middle sound as fruit.

root

hope

boat

cow

- 5 Find the word that has the same middle sound as kite.

fair

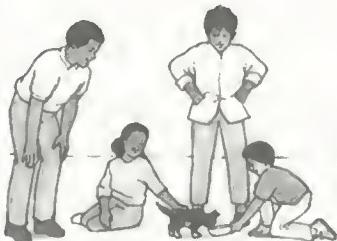
list

have

five

Test-Taking Practice: Grade 2

1 Find the picture of what probably happened first.



Directions: Find the sentence that best fits in the blank. Fill in its circle.

2 Mr. Jennings went shopping. He bought food for dinner.

- Then he came home.
 - Then he stayed at the store.
 - Then he sold the food.
-

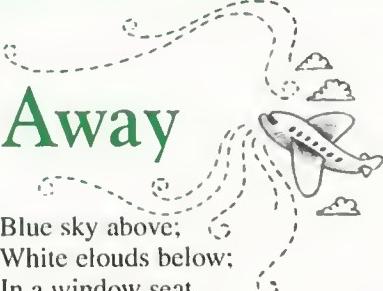
3 The kitten is hungry. Lettie knows what to do.

- The kitten runs away.
- She gives it a bath.
- She feeds the kitten.

Test-Taking Practice: Grade 2



Up and Away



I fasten my belt
And close my eyes;
The next time I look
We're up in the skies!

My very first chance
To soar like a bird
We're flying so high
I can't say a word.

Blue sky above;
White clouds below;
In a window seat
I enjoy the show.

Then the plane lands
And I head for the door.
I'm going to ask Mom
When I can fly more.

Directions: Fill in the circle next to the answer for each of these questions.

1 What does the child do first?



fix belt



eat food



read book

2 Where must the child be sitting?



Test-Taking Practice: Grade 2

- 3 If the child added a sentence to the poem about traveling with a relative, it might be

Beside me sat

My best friend, Nat.

My sister, Pat.

A man with a hat.

- 4 The child in the poem says

To soar like a bird.

To soar like a bird is to



step.



land.



fly.

- 5 The child in the poem says

The next time I look
We're up in the skies!

What does the child mean?

- The plane rose quickly.
- She saw the plane fly.
- The plane is landing.

Test-Taking Practice: Grade 2

6 In the poem, what is soaring?



train



plane



car

7 In this poem, the child fastens a belt. What is the opposite of fasten?

tighten

unfasten

attach

move

Directions: Find the sentence that best fits in the blank. Fill in its circle.

8 People need clothes when they travel. _____.
The suitcase is stored in the plane.

- Planes are faster than cars.
- An airport is a large building.
- They put clothes in a suitcase.

9 An airport is a busy place. _____.
Planes take off and land all day.

- You drive to get to the airport.
- Many people come and go.
- Sometimes a plane ride is long.

Test-Taking Practice: Grade 2

Directions: Fill in the circle next to each answer.

- 1 Kyle actually knew Sign Language.

Which of these words means the same as actually?

rarely

really

seldom

- 2 Patsy said she was nervous.

Which of these words means the opposite of nervous?

calm

annoyed

frightened

- 3 Find the word that has the same vowel, or middle, sound as found.

road

flood

clown

- 4 Which of these is the root, or base, word of trying?

try

ing

ryin

* A base word is a word from which other words are made.

- 5 Which of these is the root, or base, word of reached?

each

ched

reach

Test-Taking Practice: Grade 2

Directions: Which word fits best in the blank? Fill in the circle next to that choice.

SAMPLE
A

The boat began to ____.

climb



wait



sink



talk



Directions: For numbers 1 and 2, find the words that best complete the story. Fill in the circle next to that choice.

The (1) was easy to enter. All you had to do was show up at the park. To win, you had to (2) how many jelly beans were in a jar.



1 door tunnel

contest room

2 play guess

read count

Directions: For Sample B and numbers 3 and 4, which word fits best in both blanks? Fill in the circle next to that choice.

SAMPLE
B

It was a ____ day. The speeder paid a ____.

nice



fine



ticket



great



3 ____ the light over here.

The ____ on this pencil broke.

point

shine

eraser

top

4 The puppy began to ____.

The car needs a new ____.

sleep

light

run

tire



Use the meaning of the sentence to find the answer.

Test-Taking Practice: Grade 2

**SAMPLE
A**

Directions: Find the word that has the same ending sound as camp.

Fill in its circle. dump trip dirt

**SAMPLE
B**

Directions: Find the word that is a compound word, a word that is made up of two smaller words. Fill in its circle.

building darkness plumbing sidewalk



1 Find the word that has the same ending sound as best.

loss salt most



2 Find the word that has the same vowel sound as same.

ham rain soar sand



3 What does the word aren't mean?

are not are late are most are then



4 Find the word that is a compound word.

footprint remember narrow explain



5 What is the root word of kindness?

in ness kind ind



6 What is suffix of careful?

are ear ful ful



Test-Taking Practice: Grade 2

Directions: Fill in the circle next to the word that is spelled correctly.

SAMPLE
A

Did you ____ who was there?

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| notise | notice | notisce | notis |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

1 Our ____ run is about two miles.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| dailly | dailcy | daley | daily |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2 The ____ is open.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| wendow | windo | window | windowe |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Directions: Fill in the circlc next to the word that is not spelled correctly.
If all of the words are spelled correctly, choose "All correct."

SAMPLE
B

- | | |
|---|---|
| <input type="radio"/> look <u>around</u> | <input type="radio"/> <u>never</u> mind |
| <input type="radio"/> <u>hidden</u> prize | <input type="radio"/> All correct |

4 floating log many birds
 windy day All correct

5 hot paviment right answer
 strong branch All correct

Test-Taking Practice Answer Key: Grade K

Page 279

1. tasty
2. under
3. rice
4. winner

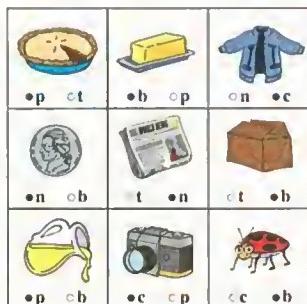
Page 280

1. in the bowl
2. tall tree
3. drink water
4. party
5. careful

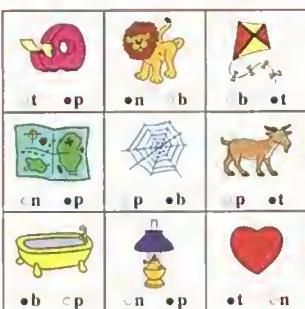
Page 281

1. the second picture
2. Wendy wanted to eat cake.

Page 282



Page 283



Page 284

1. den
2. rock
3. kind

Page 285

5. strong
6. fly
7. line
8. ten

Page 286

7. leaf
8. gone
9. bag
10. rest

Test-Taking Practice Answer Key: Grade 1

Page 287

- 1. the third picture
- 2. the first picture
- 3. She was sad.
- 4. fixing a bike

Page 288

- A. large
- 1. year
- 2. orange
- 3. house
- 4. log
- 5. bee

Page 289

- A. book
- 1. town
- 2. lake
- 3. look
- 4. ship
- 5. hear
- 6. damp

Page 290

- A. young
- 1. start
- 2. against
- 3. dishes
- 4. moon
- 5. painted
- 6. sharp

Page 291

- A. thin
- 1. lift
- 2. bakc
- 3. closet
- 4. bank
- 5. shells

Page 292

- A. jump
- 1. pool
- 2. vote
- 3. choose
- 4. club
- 5. now
- 6. hard

Page 293

- A. her
- 1. can
- 2. not
- 3. love
- 4. sent
- 5. heart

Page 294

- A. heard
- 1. round
- 2. rest
- 3. game
- 4. root
- 5. five

Test-Taking Practice Answer Key: Grade 2

Page 295

1. first picture
2. Then he came home.
3. She feeds the kitten.

Page 296

1. fix belt
2. second picture

Page 297

3. My sister, Pat
4. fly
5. The plane rose quickly.

Page 298

6. plane
7. unfasten
8. They put clothes in a suitcase.
9. Many people come and go.

Page 299

1. really
2. calm
3. clown
4. try
5. reach

Page 300

- A. sink
1. contest
2. guess
- B. fine
3. point
4. tire

Page 301

- A. dump
- B. sidewalk
1. most
2. rain
3. are not
4. footprint
5. kind
6. ful

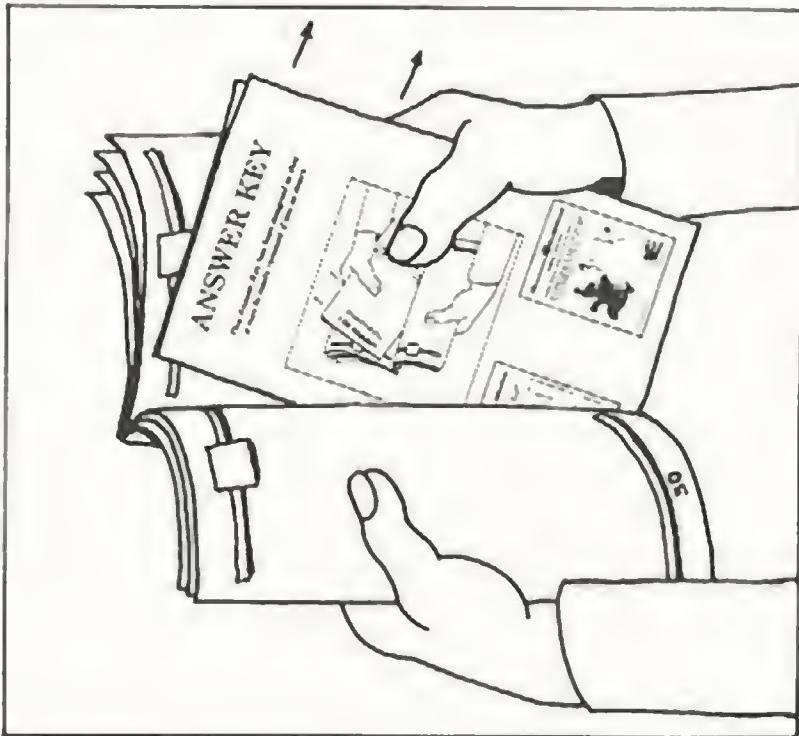
Page 302

- A. notice
1. daily
2. window
- B. All correect
4. All correct
5. hot paivment

ANSWER KEY

To remove this Answer Key pull along perforation

PHONICS



Page _____ Date _____

Beginning Consonant Bb

The Letter of the Source - Ball

B b ball

Directions: Trace the letters. Practice writing the letters. Then draw a ball.

Palmer

Top
Bottom
Left
Right
Inside
Outside

Directions: Trace the letters. Practice writing the letters. Then draw a caterpillar.

9

Page _____ Date _____

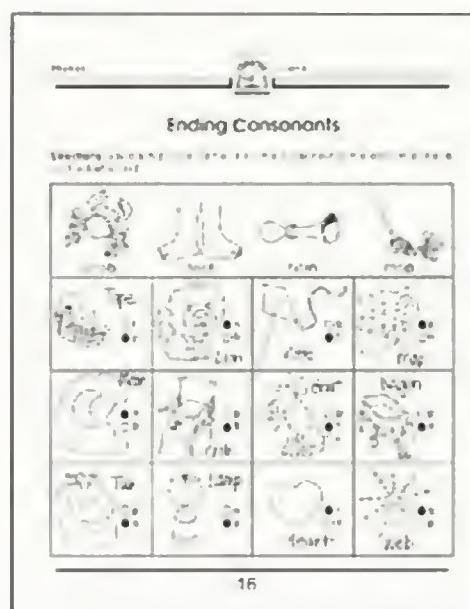
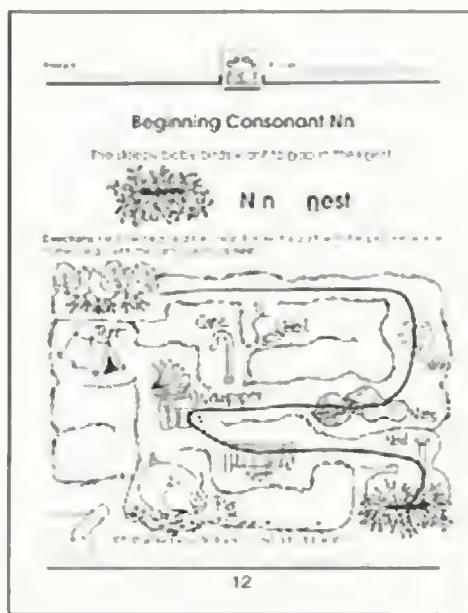
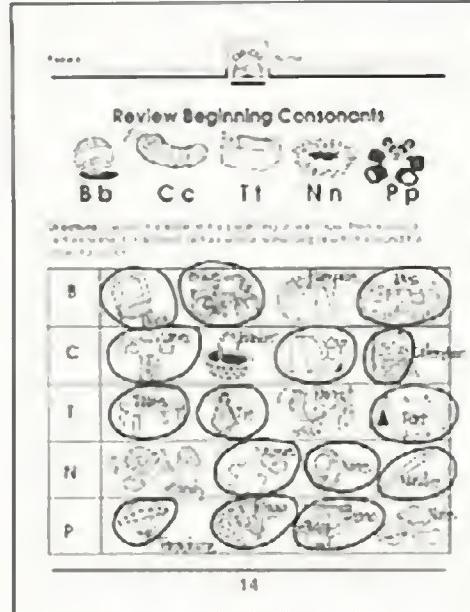
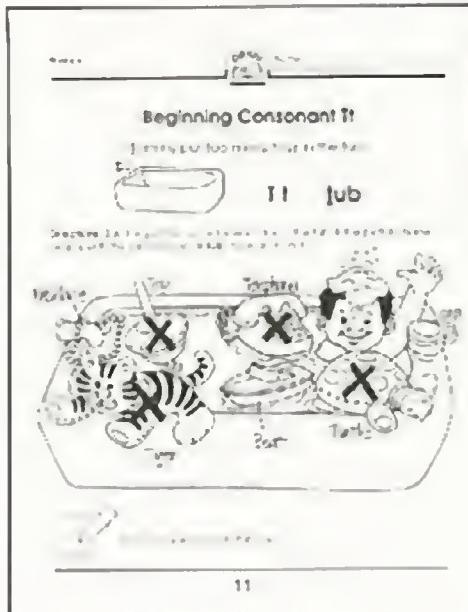
Beginning Consonant Cc

The Letter of the Source - Caterpillar

C c caterpillar

Directions: Trace the letters. Practice writing the letters. Then draw a caterpillar.

10



Rhyming Words

The cat sat on the mat.
The fat man in the hat.
The tall man in the hall.
The small man in the mall.

Draw a picture of each word below:

cat mat sat tall small hall mall

Short Vowel I

inchworm

inches

Short Vowel a

Procedure: Trace the letters in each word. Then write the word below it.

map	ham	cat
b b f x		
cap	bat	

Directions: Trace the letters in each word. Then write the word below it.

Review Short Vowels a and i

boat cat mat

bat sat hat

start eat eat

at it it

act eat eat

at it it

Review Beginning Consonants

H h 	D d 	R r
F f 	G g 	M m

Circulate around the room as the students read the first word in each row. Have them trace the circled letters in the boxes below.

G goat go goes goed goed	D dog dog dog dog dog	R rabbit rab rab rab rab
F frog fro fro fro fro	G goat go goes goed goed	H horse hor hor hor hor

A handwriting practice sheet for the short vowel 'o'. The title 'Short Vowel o' is at the top. Below it, there are two rows of handwriting practice. Each row consists of three boxes. The first box contains 'cot', the second 'p n', and the third 'dog'. The second row contains 'h t', 'box', and 'rod'. Below these rows are two more rows of handwriting practice. The first box contains 'pot' and the second box contains 'mop'. The letters are written in cursive script.

Ending Consonants

bed	bag	jam
ham	dad	rug
pig	dam	red

Short Vowel u

Directions: Color the pictures that begin with the short vowel u.

pup
bug
mud

Directions: Circle the short vowel u in each word.

pup bug mud

35

Review Short Vowels o, u, e

Directions: Color the pictures that begin with the short vowels o, u, and e.

o u e o u e o u e

clock tall tree bee
o u e o u e o u e
hen bee duck
o u e o u e o u e
mat tall tree hen

38

Short Vowel e

Help the hen find her chicks.

hen

Directions: Color the pictures that begin with the short vowel e.

36

Rhyming Words

Directions: Color the rhyming words.

cat	hat	dog
man	tan	fan
cup	cup	cup
big	big	big
bob	fan	cup

39

Short Vowel e

Directions: Color the pictures that begin with the short vowel e.

bed
net
men

bed	men	bed
-----	-----	-----

net men bed

37

Sound Pattern -at

Directions: Color the pictures that begin with the sound at.

hat
cat
tall tree

at

at

38

Sound Pattern -at

Directions: Listen to each word. Then draw a line from the beginning letter to the ending letter.

m h	b m	r r
hat	mat	rat

b p	d c
bat	cat

41

Sound Pattern -ot

Directions: Listen to each word. Then draw a line from the beginning letter to the ending letter.

c ot	d ot
cot	dot

d g	h n	p t
dog	hot	pot

44

Sound Pattern -in

Directions: Listen to each word. Then draw a line from the beginning letter to the ending letter.

b in	f in	p in	t in
bin	fin	pin	tin

42

Sound Pattern -ot

Directions: Listen to each word. Then draw a line from the beginning letter to the ending letter.

c ot	d ot	t ot	p ot
cot	dot	tot	pot

45

Sound Pattern -in

Directions: Listen to each word. Then draw a line from the beginning letter to the ending letter.

f in
fin

b in
bin

p in
pin

t in
tin

43

Review Sound Patterns -at, -in, -ot

Directions: Listen to each word. Then draw a line from the beginning letter to the ending letter.

h at	t ot	c ot	f in	m at
hat	tot	cot	fin	mat

46

Review Sound Patterns -at, -in, -ot

cat pot bin



bin



pot



cat

47

Sound Pattern -en

hot fast clothes



ten

t en



d h m p

50

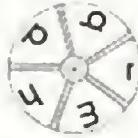
Sound Pattern -ug

Cut out and fold the bugs in the box.



bug

ug



48

Sound Pattern -en

Shearing sheep or cutting eggs to make the rhyme. Color the sheep pink and the egg blue. Then cut the egg and the hen head.



hen den



men men



hen hen



ten men



pen men

pen pen

51

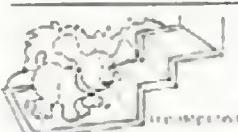
Sound Pattern -ug

Cut these four words out and fold them in half so that the whole word is visible on one side.



dug tug

dug



bug rug

rug



hug mug

hug

49

Review Sound Patterns -ug and -en

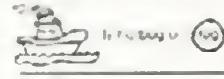
Cut these five words out and fold them in half so that the whole word is visible on one side.



mug



ten



tug



hug



pen

52

Review Sound Patterns -at, -in, -ot, -ug, -en

Directions: Draw a line to connect the dots. Follow the letters in ABC order.

bat bug tug pin ? men pot

53

ABC Order

Directions: Draw a line to connect the dots. Follow the letters in ABC order.

55

Review Sound Patterns -at, -in, -ot, -ug, -en

Directions: Trace the numbers or draw the paths to find the pictures.

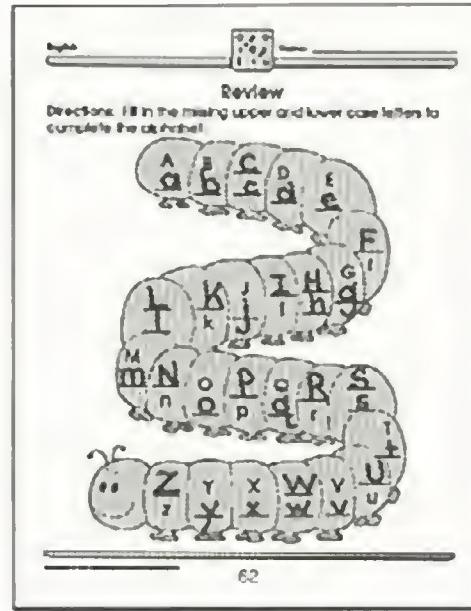
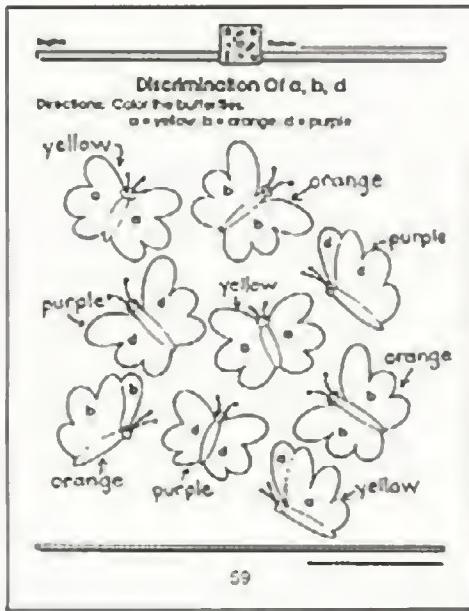
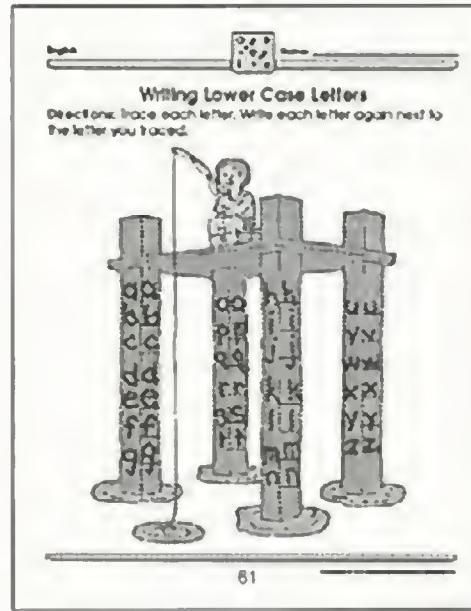
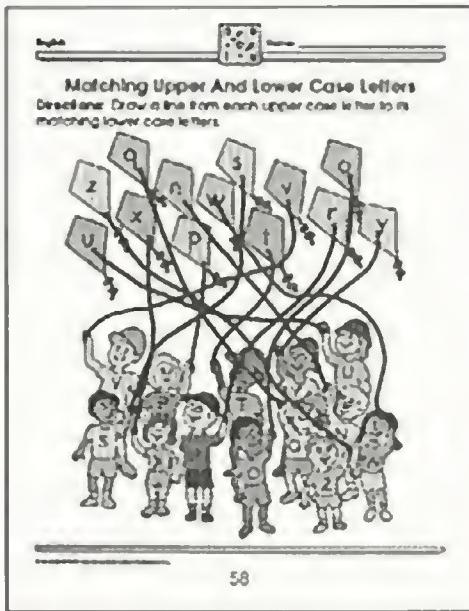
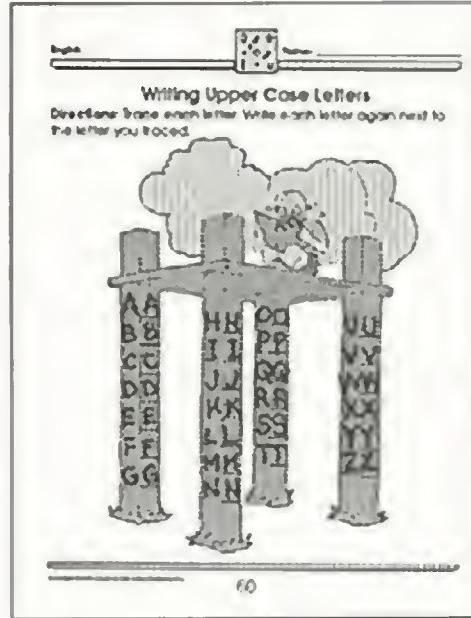
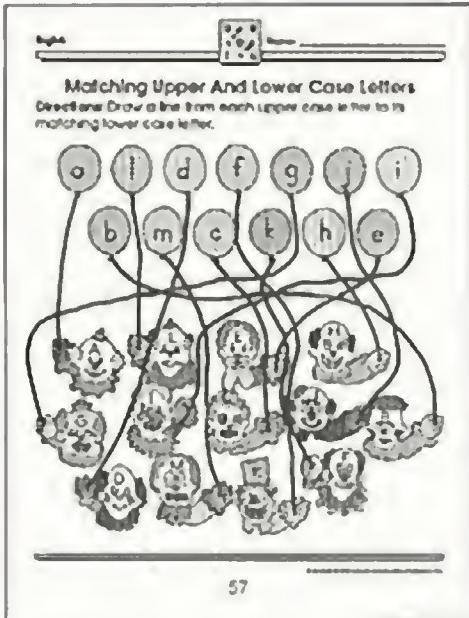
1 Go over the mat.
2 Go under the car.
3 Go around the pen.
4 Go past a bin.
5 Go around a tug.
6 Look the lion by fire car.

54

abc Order

Directions: Draw a line to connect the dots. Follow the letters in abc order.

56



Beginning Consonant Sounds Bb, Cc, Dd

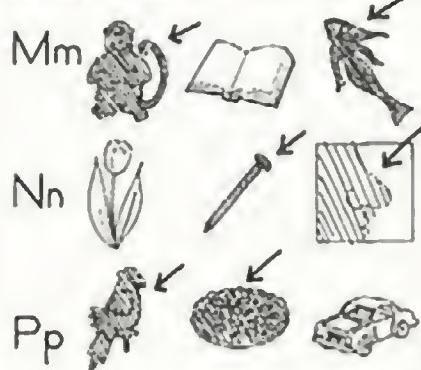
Directions: Say the sound that the letters Bb, Cc, Dd make. (Bb = /buh/, Cc = /kuh/, Dd = /duh/). Then圈出 the name of each picture if the first sound matches the letter, color it blue.



63

Beginning Consonant Sounds Mm, Nn, Pp

Directions: Say the sound that the letters Mm, Nn, and Pp make. (Mm = /muuh/, Nn = /nuuh/, Pp = /puuh/). Color the picture if its beginning sound matches the letter.



65

Beginning Consonant Sounds Ff, Gg, Hh

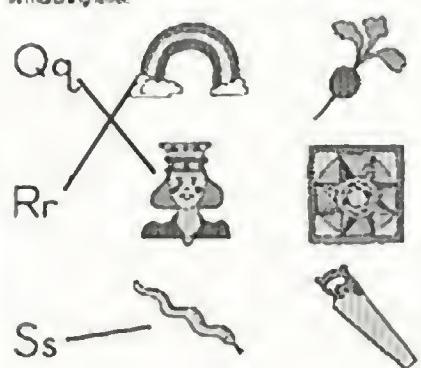
Directions: Say the sounds for the letters Ff, Gg, Hh. (Ff = /fuh/, Gg = /guuh/, Hh = /huuh/). Draw a circle around the pictures that begin with the letter in the column.



64

Beginning Consonant Sounds Qq, Rr, Ss

Directions: Say the sound that the letters Qq, Rr, Ss make. (Qq = /kuuh/, Rr = /ruuh/, Ss = /suuh/). Draw a line from each picture to its matching letter.



67

Beginning Sounds Jl, Kk, U

Directions: Draw a line from each picture to its beginning letter and sound.



65

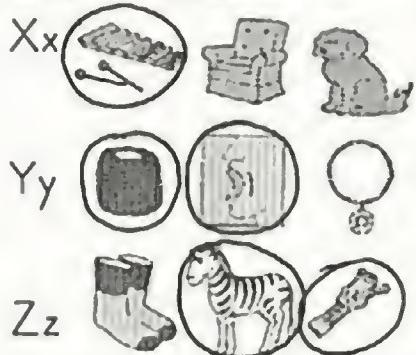
Beginning Consonant Sounds Tt, Vv, Ww

Directions: Say the sounds that the letters Tt, Vv, Ww make (Tt = /tuuh/, Vv = /vuuh/, Ww = /wuuh/). Color each picture if it has the same beginning sound as the letter.



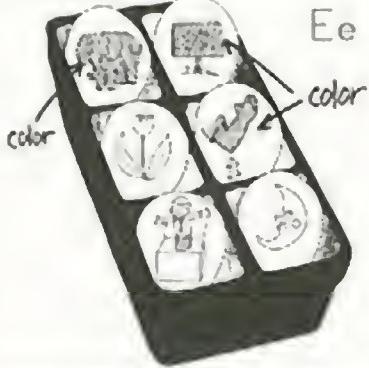
68

Beginning Consonant Sounds Xx, Yy, Zz
 Directions: Say the sound that the letters Xx, Yy, Zz make.
 (X = /ks/, OI = /oi/, Y = /y/, Z = /z/). Sometimes Xx says its own name, as in X-ray. Draw a circle around each picture if its beginning sound matches the letter.



69

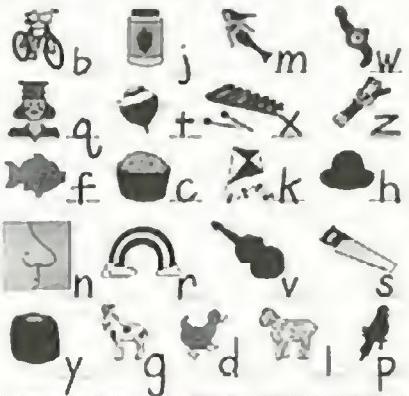
Beginning Short Vowel Sounds: Ee
 Directions: Say the short vowel sound for the letter Ee. (The short vowel sound for Ee is heard at the beginning of the word egg.) Look at the pictures. Color the pictures that begin with the sound of the short vowel Ee.



72

Review

Directions: Look at each picture. Say its name. Write the lower case letter for the beginning sound in each picture.



70

Beginning Short Vowel Sounds: Ee

Directions: Say the short vowel sound for the letter Ii. (The short vowel sound for Ii is heard at the beginning of the word Indian.) Look at the pictures. Color the pictures that begin with the short vowel sound of Ii.



73

Beginning Short Vowel Sounds: Aa
 Directions: Say the sound for the letter Aa. (The short vowel sound for Aa is heard at the beginning of the word alligator.) Color the pictures that begin with the short vowel sound.



71

Beginning Short Vowel Sounds: Oo
 Directions: Say the short vowel sound for Oo. (It makes the same sound as the 'O' in Oscar.) Look at the pictures. Color the pictures that begin with the sound of Oo.



74

Beginning Short Vowel Sounds: Uu

Directions: 1) Say the sound for the letter Uu. (It makes the same sound as the "U" in Umbrella.) 2) Look at the pictures and say each word. 3) Draw pictures of your uncle, something that goes up and an umbrella.

Uncle
Up
umbrella

Uu
pictures vary

75

Review

Directions: 1) Look at each picture and say its name. 2) Write the beginning or middle vowel sound that you hear. 3) If you hear the sound at the beginning of the word, color the picture blue. 4) If you hear the sound in the middle of the word, color the picture yellow.

70

Middle Sounds With Short Vowels

Directions: Say the name of each picture. Listen for the middle sound. Draw a line between the picture and its matching letter.

u
i
o
e

76

Words With Short Vowel Aa

Directions: Read the words. Draw a line from the picture to its matching word.

hat
apple
ant
axe

79

Middle Sounds: Short Vowel Sounds

Directions: Look at the pictures. Write the letter for the sound you hear in the middle of the word.

77

Words With Short Vowel Ee

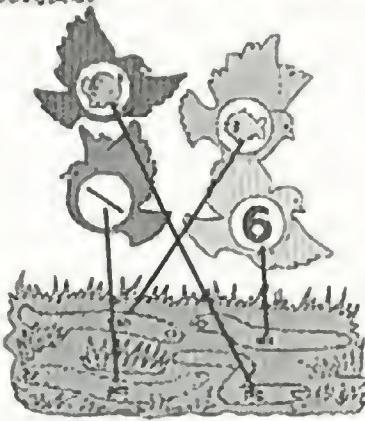
Directions: Read the words. Circle the picture whose sound has short vowel e.

net			
fence			
bell			
ten			

78

Words With Short Vowel Ii

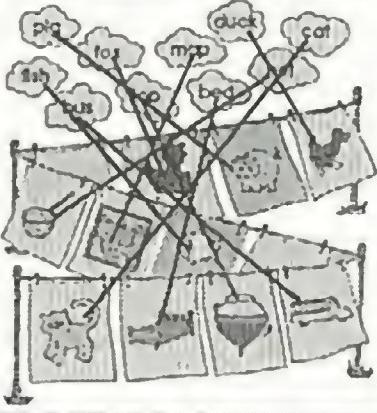
Directions: Read the words. Draw a line between each word and its matching picture.



81

Review

Directions: Look at the pictures and read the words. Draw a line between each picture and the word that describes it.



84

Words With Short Vowel Oo

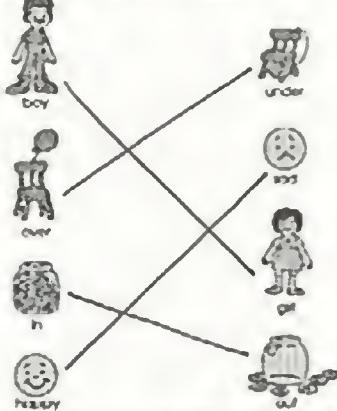
Directions: Look at the pictures and read the words. Draw a line between each picture and the word that describes it.



82

Which Are Opposites?

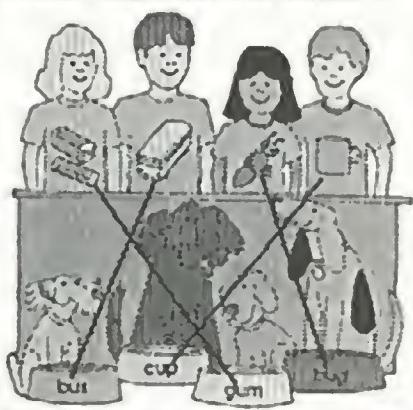
Directions: Draw a line between the opposites.



85

Words With Short Vowel Uu

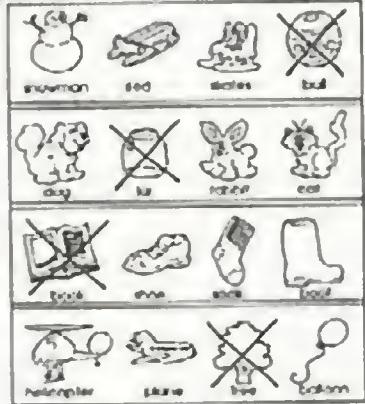
Directions: Look at the pictures and read the words. Draw a line between each picture and the word that describes it.



83

What Belongs?

Directions: Color the pictures in each row that belong together. Draw an X through the one that does not belong.



86

What Comes Before?

Directions: Draw a circle around the small picture that shows what happened right before the pictures in the big boxes.

Story Sense

Directions: Look at the large pictures. Draw a circle around the small box that shows what is more likely to happen next.

What Comes After?

Directions: Look at the large pictures. Draw a circle around the small picture that shows what would happen next.

Review

Directions: Draw lines to match the opposites.

Directions: Circle out the picture that doesn't belong.

Directions: Circle the picture that shows what comes before.

Story Order

Directions: Find the four pictures that tell a story. Color them. Write numbers in the boxes to show the order they belong in.

Review

Directions: Circle the picture that shows what comes after.

Directions: Write numbers in the boxes to show what comes after they happen.

Directions: Circle the picture that shows what comes before it happens.

Rhyming Pairs

Directions: Circle the pairs that rhyme (words with the same ending sounds).

hat hat	dog dog	car car
bat bat	cat cat	star star
sun sun	run run	an an
bark bark	sack sack	act act
nose nose	boat boat	do do

83

Words That Start With L

Directions: Color the picture in each box that starts like the letter.

lamb	leaf leaf	lime lime
leg leg	lion lion	lizard lizard
ladybug ladybug	lobster lobster	lawn lawn
ladybug ladybug	lawn lawn	lollipop lollipop

96

Rhyming Game

Directions: Think of a word that rhymes with the word given. Draw a picture, write the word.

squirrel squirrel	ans. vary
pan pan	ans. vary
bug bug	ans. vary

94

More Beginning Sounds

Directions: Look at the picture. Say its name. Draw a line between pictures beginning with the same sound.

97

Beginning Sounds

Directions: Look at the picture in each box. Say its name. Color the pictures in that row beginning with the same sound.

guitar guitar	fish fish	book book	apple apple
fish fish	shoe shoe	dog dog	book book
shoe shoe	hand hand	heart heart	apple apple
key key	duck duck	dog dog	key key

95

Words That Begin With r

Directions: Color the picture. Circle the six things that start with the sound of the letter r.

98

Beginning Sounds

Directions: Look at each picture. Say its name. Circle the letter the word begins with.

<i>a</i>	<i>e</i>	<i>m</i>
<i>r</i>	<i>d</i>	<i>b</i>
<i>h</i>	<i>s</i>	<i>t</i>
<i>p</i>	<i>y</i>	<i>y</i>

99

Words With e

Directions: Color the pictures. Say the name of each picture. Write the letter e to finish each word.

<i>n</i>	<i>bed</i>	<i>bell</i>
<i>p</i>	<i>en</i>	<i>hen</i>
<i>ten</i>	<i>sle</i>	<i>fenc</i>

102

Review

Directions: Color the picture that starts with the same letter.

100

Words With i

Directions: Say the name of each picture. Draw lines from the dot to the pictures with the same middle sound.

Directions: Write the letter i to finish each word. Say the words.

<i>fish</i>	<i>pig</i>	<i>pin</i>
-------------	------------	------------

103

Words With a

Directions: Write the letter a to finish each word. Draw a line to match the word and its picture.

<i>baby</i>	
<i>cat</i>	
<i>map</i>	
<i>ball</i>	
<i>pan</i>	

101

Words With o

Directions: Write the letter o to finish each word. Say the word.

<i>fox</i>	<i>log</i>
<i>dog</i>	<i>frog</i>

Directions: Find the pictures of the words you just wrote and circle them.

104

Words With u

Directions: Write the letter u to finish each word. Say the word. Draw a line to match each word with its picture.

gum	
bus	
cup	
duck	
bug	

105

Review

Directions: Trace the letters.

cl a i n ul

Directions: Say the name of each picture. Write the correct letter to finish each word.

ball pig cup

bed dog pan

108

Middle Sounds

Directions: Look at the picture in each box. Say its name. Color the pictures in each row that have the same middle sound.

106

Ending Sounds

Directions: Look at the picture in each box. Say its name. Color the pictures in each row that end with the same sound.

109

Middle Sounds

Directions: Look at the picture. Say its name. Draw a line to the letter that makes its middle sound.

a	
e	
i	
o	
u	

107

Ending Sounds

Directions: Look at the picture in each box. Say its name. Circle the letter that the word ends with.

110

Word Families

Directions: Say the name of the picture in the box. Color the pictures in each row that have the same ending sound.

111

Review

Directions: Trace the words.

fat red big

Directions: Look at each picture. Say the word. Pick a word from the top with the same ending as the word in the picture. Write the words to finish the sentences.

The bed is red.

The pig is big.

The cat is fat.

114

Words That End With an

Directions: Say the name of each picture. Draw a line to match each picture with its word.

fan

can

pan

Directions: Can you write the word that matches the picture?

man

112

Beginning Consonant Ff

Find the number on the first letter of each word.

Ff firefighter

Directions: Trace the letters. Then color the firefighter.

Fireman

115

Words That End With at

Directions: Say the name of the picture. Trace the word.

hat

Directions: Write three words that end the same as hat.

rat

bat

Directions: Can you think of another word that sounds like bat? Write the word. Draw the picture.

ans var y

113

Beginning Consonant Mm

The letter Mm is shaped like a monkey.

Mm monkeys

Directions: Color the letter. Then color the monkeys. Use the letter to help you draw the monkeys.

Monkeys

116

Phonics Home

Beginning Consonant Vv

Vv is the fifth letter of the alphabet. It is a consonant.

Vv volcano

Volcano: A tall mountain that comes out of the ground and has a hole at the top where smoke and lava come out.

Volcanic Ash: The smoke that comes out of a volcano.

Magma: The hot liquid rock that comes out of a volcano.

Volcanic Rock: The hard rock that is made when magma cools down.

Beginning Consonant Bb

You can see big blue birds.

Bb basket

bicycle

flag

bread

cat

boy

fish

berries

tray

Please do not write in this book.
Thank you.

Beginning Consonant Pp
Color the pizza toppings.

P p pizza

Directions: Color the picture of the girl making pizza. Then color the toppings that begin with the letter P.

123

Reviewing Beginning Consonants
Color the pictures that begin with the letters in the boxes.

p m n	v t s	f g p b l l
pasta	tuna	fruit
cup	spoon	banana
clock	piano	pig
spoon	piano	ball
milk	banana	lion
pencil	piano	lamb
panda	piano	lion
panda	piano	lamb

126

Beginning Consonant Tt
Color the television.

T t television

Directions: Color the picture of the television. Say each word. Then color the letters that begin with the letter T.

124

Short Vowel o
Say more words that begin with o.

o van

Directions: Draw the outline of the van. Say each word. Then draw the van.

gas map

Directions: Color the van. Color the gas pump. Color the map.

127

Beginning Consonant Gg
What gift did the girl get?

G g gift

Directions: Color the gifts. Color the girl holding the gift. Then color the girl's hair.

125

Short Vowel i
Say the words big, pig, and wig.

big pig wig

Directions: Color the pictures. Then color the words that begin with the letter I.

chick	p	n	gift
chick	plate	nose	gift
big	bike	nose	wig
f	b	k	wig

128

Beginning Consonant Dd

Doughnuts are delicious to have the day!

D d doughnuts

Doughnuts taste delicious when they're fresh out of the oven! Let's look at the letter D and the word doughnuts.

D d

Doughnuts

134

The page features a large, stylized letter 'Q' at the top, with a crown on its left side. Below it is a smaller letter 'q'. The title 'Beginning Sounds Qu/qu' is centered above a row of words starting with 'Qu': Queen, quilt, quiet, quack, and quilt. A large drawing of a queen's head is shown with arrows pointing from the letters 'Q' and 'u' to specific parts of her face. At the bottom, there is a word search puzzle with the words 'Queen', 'quiet', 'quack', 'quilt', and 'quail' hidden among other letters.

Consonant Blends

Be the first to find the blends.

Directions: Place the blends in the boxes below. They should be spread evenly among the boxes. Be the first to find them all! Then write the blends on the board.

bl	fl	sl
st	tr	dr
gl	cl	ly
ck	tr	nd

141

Short Vowel e

Be the first to find the e's.

Directions: Place the short vowels in the boxes below. Be the first to find them all! Then write the words on the board.

- bed
- pet
- pen
- leg
- jet
- step
- net

bed web hen
pet dot wet
pen den ded
leg leg led
jet mat bet
step step stop
net net nut

144

Short Vowel o

Be the first to find the oo's.

Directions: Place the short vowels in the boxes below. Be the first to find them all! Then write the words on the board.

cot	dog	box	pot	mop
-----	-----	-----	-----	-----

cot dog box pot mop

142

Sound Pattern -an

Can you find the an's?

Directions: Place the short vowels in the boxes below. Be the first to find them all! Then write the words on the board.

can	pan
ran	man

can pan ran man

Don has a tan van pictures will vary

145

Short Vowel u

Be the first to find the pu's.

Directions: Place the short vowels in the boxes below. Be the first to find them all! Then write the words on the board.

pup	rug	bus
bus	the	bit
the	cat	quit

pup rug bus the cat bit quit

143

Sound Pattern -it

sit and read it after I finish.

Directions: Place the short vowels in the boxes below. Be the first to find them all! Then write the words on the board.

s it	b it
f	h
p	qu

s it b it f h p qu

145

Long Vowel a

Can you start the train game on the tug?

train **goat** **tug**

Directions: Circle the words that begin with the letter 'a'.

This handwriting practice page features a large oval outline for tracing the word 'sub'. To the left, there is a vertical column of letters: 'c', 'r', 't', and 'cl'. Above the oval, the letters 'oo' are written twice, followed by the word 'sub'. At the top of the page, there is a drawing of a submarine and the text 'Sound Pattern -ub' and 'The sub is going under!'. The page is labeled 'Pencils' at the top left and '148' at the bottom right.

Long Vowel a

Directions: See the forms of each word. Color the picture that goes to the 3rd row words. Draw a sound wave under each word.

Sound Pattern -et

let

I want to hit the ball

I want to catch the ball

I want to get real wet

I want to fly a kite

Long Vowell

Maggie likes to ride her
big blue bicycle. She can
ride it very fast.

She likes to sing to the birds as she rides. She sings some words like this:

cine

She likes to sing these words:

cake

bike

vine

time

long

ring

ride

Long Vowel I

Directions: Circle the long vowel sound words and cross out the short vowel words. Color the house when finished.



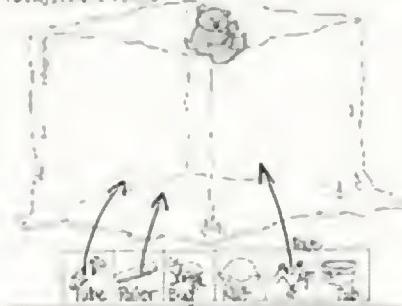
153

Long Vowel U

The cube contains a cube.

cube

Directions: Circle the long vowel words. The house contains all the long vowel words. Color the house when finished.



156

Long Vowel O

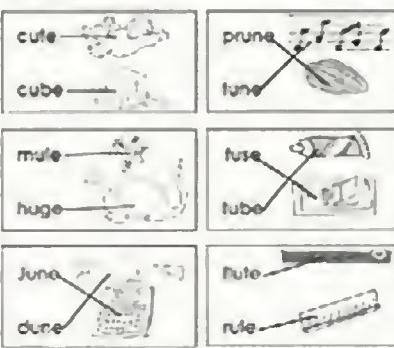
Directions: Circle the long vowel words and cross out the short vowel words. Color the house when finished.



154

Long Vowel U

Directions: Circle the long vowel words and cross out the short vowel words. Color the house when finished.



157

Long Vowel O

Directions: Circle the long vowel words and cross out the short vowel words. Color the house when finished.

bonet	pn	n
fr	g	c t
f x	nose	g t

155

Long Vowel E

What does the team eat in the tree?



Directions: Circle the long vowel words and cross out the short vowel words. Color the house when finished.



158

Long Vowel e

Directions: Draw a line to connect the dots. Follow the letters in ABC order.

1. meal meat meal meal
2. beef beef meat meat
3. beans beans beans beans
4. peel peel oo oo oo
5. seeds seeds seeds seeds
6. peek peek ee ee ee

159

ABC Order

Directions: Draw a line to connect the dots. Follow the letters in ABC order.

c d e f g h i j k l m n o p q r s t u v w x y z

161

Reviewing Short and Long Vowels

Directions: Draw a line to connect the dots. Follow the letters in ABC order.

cow	bed	hat	ball
cone	bed	bat	tail
cow	bed	cat	tail
cone	bed	car	tail
cow	bed	car	tail
cone	bed	car	tail
cone	bed	car	tail
cone	bed	car	tail

160

abc order

Directions: Draw a line to connect the dots. Follow the letters in abc order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

162

Beginning Consonants Bb, Cc, Dd, Ff

Directions: Say the name of each letter. Say the sound each letter makes. Draw a circle around the letters that make the beginning sound for each picture. Say the name of something you know whose name begins with each letter.

Bb Cc Dd Ff

Dd	Cc	Dd	Ff

Bb	Dd	Hh	Mm

163

Beginning Consonants Qq, Rr, Ss, Tt

Directions: Say the name of each letter. Say the sound each letter makes. Then, trace the letters. Then, draw a circle around the letters that make the beginning sound for each picture. Color the picture which begins with the sound of the letter.

Qq Rr Ss Tt

Tt	Qq	

Rr	Ss	

165

Beginning Consonants Gg, Hh, Jj, Kk

Directions: Say the name of each letter. Say the sounds that each letter makes. Then, trace the letters. Now, draw a line from each letter to the picture which begins with the letter. After you finish, say the letters Gg, Hh, Jj, Kk again.

Gg Hh Jj Kk

Kk	Hh

Gg	Jj

164

Beginning Consonants Vv, Ww, Xx, Yy, Zz

Directions: Say the name of each letter. Say the sound each letter makes. Then, trace the letters. Now, draw a line from each letter to the picture which begins with the letter. After you finish, say the letters Vv, Ww, Xx, Yy, Zz again.

Vv Ww Xx Yy Zz

Oo	Vv	Ww	Xx	Yy

167

Beginning Consonants Ll, Mm, Nn, Pp

Directions: Say the name of each letter. Say the sound each letter makes. Then, trace the letters. Now, draw a line from each letter to the picture which begins with the letter. After you finish, say the letters Ll, Mm, Nn, Pp again.

Ll Mm Nn Pp

Nn	Pp

Ll	Mm

165

Review

Directions: Trace the letters and then copy them onto the paper below. Trace all the letters of the alphabet. Then, write the paper down. Copy each row of the letters onto the lines. You can let your friend help you if you need help. Make sure you say each letter sound. After you finish, draw a picture or another paper of something that may and does start in the beginning of the letter.

Ww Yy Zz

Vv Xx

Tt Ss

Rr Pp Mm Kk

Gg Nn Ll Jj

Hh

Cc Ff

Bb Dd

334

168

Ending Consonants b, d, f

Directions: Say the name of the words that have the ending sounds that are not the vowel sounds.

Directions: Say the name of each picture. Then write b, d, or f to name the ending sound for each picture.

	b		f		d
	b		d		f
	f		d		f
	b		d		b

169

Ending Consonants r, s, t, x

Directions: Say the name of the picture. Then circle the ending sound for each picture.

	r		s		t
	r		s		t
	r		s		t
	r		s		t

172

Ending Consonants g, m, n

Directions: Say the name of the picture. Draw a line from each letter to a picture which ends with the sound of that letter.

	g		m		n
--	---	--	---	--	---

170

Beginning and Ending Sounds Discrimination

Directions: Say the name of each picture. Draw a circle around the picture that begins with the sound of the letter. Draw a square around the picture that ends with the sound of the letter.

	o		i		ee
	e		ee		u
	ee		e		ee
	u		u		ee

173

Ending Consonants k, l, p

Directions: Say the name of each picture. Color the pictures in each row that end with the sound of the letter at the beginning of the row. Trace the letters.

k				
l				
p				

171

Beginning and Ending Sounds Discrimination

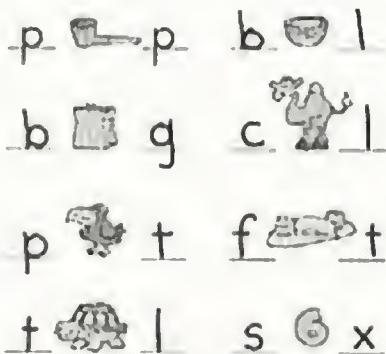
Directions: Say the name of each picture. Draw a triangle around the letter that makes the beginning sound. Draw a square around the letter that makes the ending sound. Color the pictures.

	• □ □		□ • □		□ □ •
	• □ □		□ • □		□ □ •
	□ □ •		• □ □		□ □ •

174

Beginning and Ending Sounds Discrimination

Directions: Look at the example. Say the beginning and ending sounds for the word pipe. Write the letter that makes the beginning and ending sound for each picture.

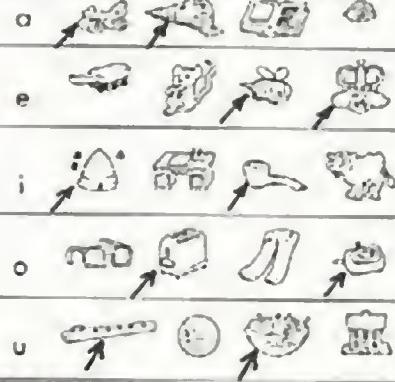


175

Long Vowel Sounds

Using vowel sounds say the following words. The following words have long vowel sounds: hat, me, pie, no, cube.

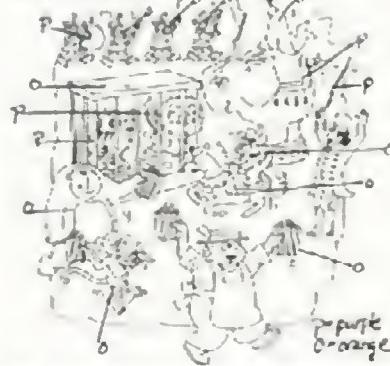
Directions: Say the name of each picture. Color the pictures in each row that have the correct long vowel sound.



176

Review

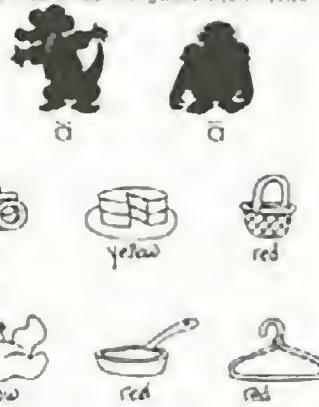
Directions: Say the name of each object which has a consonant sound. Color the object orange. If it begins with the sound of the letter, color the object purple if it ends with the sound of the letter.



176

Discrimination Of Short And Long Aa

Directions: Say the name of each picture. If it has the short 'a' sound, color it red. If it has the long 'a' sound, color it yellow.



179

Short Vowel Sounds

The short vowel sound is the sound used in the following words cat, egg, igne, on, up.

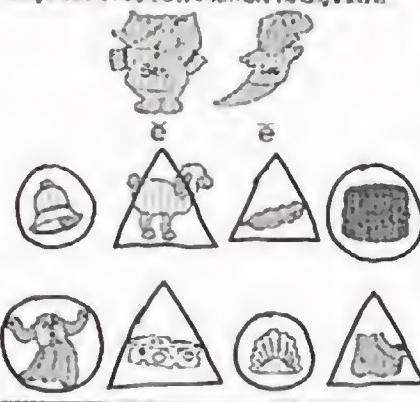
Directions: Say the name of each picture. The short vowel sound may be in the middle of the word or in the middle of the row. Color the pictures in each row that have the correct short vowel sound.



177

Discrimination Of Short And Long Ee

Directions: Say the name of each picture. Draw a circle around the pictures which have the short 'e' sound. Draw a triangle around the pictures which have the long 'e' sound.



180

Discrimination Of Short And Long Ii.
Directions: Say the name of each picture. Color yellow if it has the short sound. Color red for the long sound.

181

Short And Long Vowel Sounds
Directions: Say the name of the picture. Write the color in the box. Then draw a circle around the word. Color the short vowel pictures either blue or the long vowel ones red.

184

Discrimination Of Short And Long Oo
Directions: Say the name of each picture. If the picture has a long sound, write green in the space. If the picture has a short sound, write red in the space.

182

ABC Order
Use the first letter of each word to put the words in alphabetical order.
Directions: Draw a circle around the first letter of each word. Then, put the words in ABC order.

185

Discrimination Of Short And Long Uu
Directions: Say the name of the picture. If it has the long u sound, write blue in the unicorn column. If it has a short u sound, write blue in the umbrella column.

183

ABC Order
Directions: Color the first letter of each drawing shade. Write in 1, 2, 3, 4, or 5 on the line next to the animal's name to put the words in ABC order.

186

The Super E

When you add an e to some words, the vowel changes from short to long to keep you around.

Example: no + e = nose

Directions: Find the word under the first picture in each row. Then add an e to the word under the middle picture. See if you can find the word under the last picture.

Pete	in	tube
mane	kite	
pine	cape	

187

Antonyms

Antonyms are words that are opposites. Hot and cold are antonyms.

Directions: Draw a line between the words that are opposites. Can you think of other words that are opposite?

closed	open
hot	cold
up	down
big	small

190

Compound Words

Compound words are two words that are put together to make one word.

Directions: Look at the pictures and read the two words that are next to each other. Now put the words together to make a new word. Write the new word.

Example:

		=	houseboat
--	--	---	-----------

		=	sidewalk
--	--	---	----------

		=	lipstick
--	--	---	----------

		=	sandbox
--	--	---	---------

		=	lunchbox
--	--	---	----------

188

Homonyms

Homonyms are words that sound the same but are spelled differently and mean something different. Blue and blue are homonyms.

Directions: Look at the word pairs. Choose the word that describes the picture. Write the word on the line next to the picture.

	1. sew	2. see	sew
	3. pear	4. bear	pear
	5. eye	6. I	eye
	7. sea	8. see	sea

191

Synonyms

Synonyms are words that mean the same thing. Big and large are synonyms.

Directions: Find the two words that describe each picture. Write the words in the boxes below the picture.

small	large	big	unhappy
little		large	
sad		silly	
unhappy		funny	

189

Review

Directions: Read the sentences below. Fill in the blanks with the correct word. Then circle the first letter of each word and write them in ABC order on the lines below.

sunglasses	Pete	cone	cold	eight

- sun + glasses Sunglasses.
- Another word for stone is Rock.
- The opposite word for hot is Cold.
- A word that sounds like the word ate is Eight.
- Add an e to the word pet. Pete.

ABC Order

cold	eight	Pete
rock	sunglasses	

192

Nouns Are Naming Words
Nouns tell the name of a person, place, or thing.
Directions: Look at each picture. Color it if it names a person. Color it blue if it names a place. Color it green if it names a thing.

193

More Than One
Directions: Read the nouns under the pictures. Then write the noun under One or More Than One.

One

barn
wagon
horse
cows
ducks
pigs

196

Nouns Are Naming Words
Directions: Write these naming words in the correct box.

store	zoo	child	baby	teacher	table
cat	boat	gym	gym	woman	house

	<u>baby</u>	<u>woman</u>
	<u>teacher</u>	<u>child</u>

	<u>store</u>	<u>park</u>
	<u>zoo</u>	<u>gym</u>

	<u>cat</u>	<u>table</u>
	<u>sock</u>	<u>horse</u>

194

Verbs Are Action Words
Verbs are words that tell what a person or a thing can do.
Example: The girl pet the dog.
The word "pet" is the verb. It shows action.

Directions: Draw a line between the verb and the picture that shows the action.

197

More Than One
Some nouns name more than one person, place or thing.
Directions: Add on "s" to make the words tell about the picture.

frog s pan s
boy s egg s
dog s girl s

195

Verbs Are Action Words
Directions: Look at the pictures. Read the words. Write an action word in each sentence below.

1. The two boys are talk together.
2. The children kick a soccer ball.
3. Some children are swing on the swing.
4. The girl is run very fast.
5. The children rings bells.

198

Is And Are Are Special Words

Use "is" when talking about one person or one thing. Use "are" when talking about more than one person or thing.

Example: The dog is barking.
The dogs are barking.

Directions: Write "is" or "are" in the sentences below.

1.  is playing baseball.

2.  Fred and Sam are good friends.

3.  Cupcakes are my favorite treat.

4.  Lisa is a good soccer player.

199

Words That Describe

Directions: Read the words in the box. Choose the word that describes the picture. Write it next to the picture.

wet	round	tall	soft	bad	tall
-----	-------	------	------	-----	------

		soft	tall
--	---	-------------	-------------

		funny	sad
--	---	--------------	------------

		round	wet
--	---	--------------	------------

202

Nouns And Verbs

Directions: Read each sentence. Decide if it is a noun or a verb. Circle the part of the sentence that is the noun or verb.

1.  The girl is running.

2. The bird is flying.

3. The train is moving along the track.

4. The boy is eating an apple.

200

Words That Describe

Directions: Circle the describing word in each sentence. Draw a line from the word to the picture.

1. The hungry dog is eating.

2. The hard bird is flying.

3. Humans have long legs.

4. She is a cold winter.

5. The big boy was fast.

203

Words That Describe

Describing words tell us more about a person, place, or thing.

Directions: Read the words in the box. Choose a word that describes the picture. Write it next to the picture.

happy	round	big	cold	long
-------	-------	-----	------	------

 long

 happy

 sick

 round

 cold

201

Names Of People

The names of people begin with a capital letter.

Directions: Choose a name from the box to go with each character. Write the name on the line. Start each name with a capital letter.

Sam	Lisa
Jack	Fred
Ann	Jenny



ANSWERS VARY

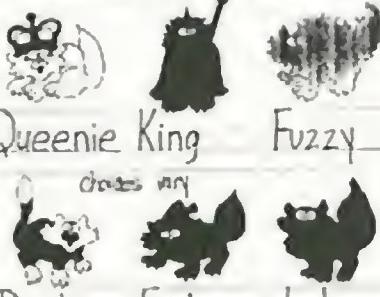
1. Sam 2. Lisa
3. Ann 4. Fred
5. Jack 6. Jenny

202

Name That Cat

Directions: Circle the letters in the words. Choose the word that best describes the cat. Write the name in the space under the cat.

King	Fuzzy	Lulu
------	-------	------



Queenie King Fuzzy
Boots Fritz Lulu

205

Review

Directions: Circle the letters that include the capital letter. Underline the describing words.

1.  our hands hold flowers to give others.
2. We eat our lunch on Monday.
3.  On one or other often helps other ones.
4.  Our smart dog loves our house.
5.  We go to the big store on Saturday.

208

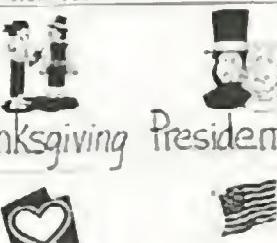
Holidays

Holidays begin with capital letters.

Directions: Circle the letters from the boxes that make the holidays. Write the words under the picture. Then draw a small sketch of each holiday.

Thanksgiving	President's Day
--------------	-----------------

Valentine's Day	Fourth of July
-----------------	----------------



Thanksgiving President's Day
Valentine's Day Fourth of July

206

Telling Sentences

Sentences can tell us something. Telling sentences begin with a capital letter. They end with a period.

Directions: Read the sentences. Draw a yellow circle around the capital letter at the beginning of the sentence. Draw a purple circle around the period at the end of the sentence.

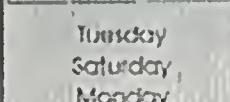
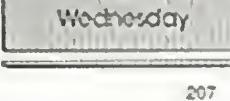
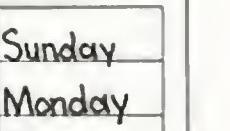
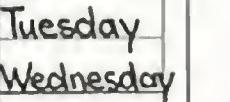
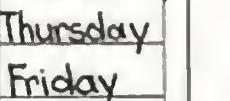
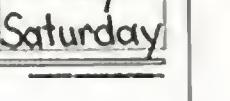
1.  I am seven years old.
2.  A bed is pretty.
3.  A boy likes to jump.
4.  A dog likes to bark.

209

Days of the Week

The days of the week begin with capital letters.

Directions: Write the days of the week in the spaces below. Put them in order. Be sure to start with capital letters.

	Sunday
	Monday
	Tuesday
	Wednesday
	Thursday
	Friday
	Saturday
	Sunday

Thursday
Saturday
Monday
Friday
Thursday
Sunday
Wednesday

207

Telling Sentences

Directions: Read the sentences. Write the sentences on the lines below. Begin each sentence with a capital letter. End each sentence with a period.

1.  Most children like pets.
2. Some children like dogs.
3. Some children like cats.
4. Some children like snakes.
5. Some children like all animals.

210

Telling Sentences

Directions: Read the sentences. Write the sentences below. Start each sentence with a capital letter and end with a period.

1. I like to go to the store with Mom.
2. We go on Friday.
3. I get to push the cart.
4. I get to buy the cookies.
5. I like to help Mom.



I like to go to the store with Mom.

We go on Friday.

I get to push the cart.

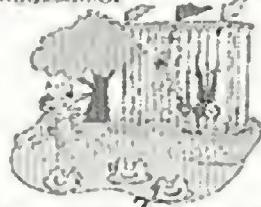
I get to buy the cookies.

I like to help Mom.

211

Asking Sentences

Directions: Write the first word of each asking sentence. Be sure to start each question with a capital letter and end each question with a question mark.



1. Do you like the zoo?
2. How much does it cost?
3. Can you feed the animals?
4. Will you see the monkeys?
5. What time will you eat lunch?

214

Asking Sentences

Asking sentences are a question. An asking sentence begins with a capital letter and ends with a question mark.

Directions: Draw a green line under the sentences that ask a question.



1. Does your mom like ice cream?

2. Are the walls yellow?

3. There are more children.

4. Do you eat a lot of fruits or vegetables?

5. The teacher likes her job.

212

Periods And Question Marks

Use a period at the end of a telling sentence. Use a question mark at the end of an asking sentence.

Directions: Put a period or a question mark at the end of each sentence below.



1. Do you like a parade?

2. The floats lead the parade.

3. Can you hear the band?

4. The balloons are big.

5. Can you see the horses?

215

Asking Sentences

Directions: Draw a blue line under the sentences that ask a question.



1. We like to camp.

2. Do you like to camp?

3. We like to sing at camp.

4. Can you make a fire?

5. We like to eat hot dogs.

213

Review

Directions: Look at the picture. In the space below, write one telling sentence about the picture. Then, write one asking sentence about the picture.



A telling sentence:

answers vary

An asking sentence:

342

216

Word Order

Word order is the logical order of words in a sentence.

Directions: Put the words in each sentence in order. Write the sentence on the lines.

1. We made lemonade some.
2. good It was.
3. We the sold lemonade.
4. cost it five cents.
5. fun we had.

, We made some lemonade.
, It was good.
, We sold the lemonade.
, It cost five cents.
, We had fun.

217

I Can Write Sentences

Ask your mom or dad to write a sentence.

Directions: Use the words from the pictures to write a story.

boy
girl
dog
school
bus

boy/girl
books
on the playground
swing

girl
dog
school
books
play
on the swing
on the bus

220

Word Order

Directions: Look at the picture. Put the words in the correct order. Write the sentences on the lines below.

1. Dan has a starfish.
2. and Bill Peg like to swim.
3. The sun is shining.
4. Jack likes to play in the sand.
5. cold water the is.

, Dan has a starfish.
, Peg and Bill like to swim.
, The sun is shining.
, Jack likes to play in the sand.
, The water is cold.

218

I Can Write Sentences

Directions: Draw a picture of yourself in the box marked Me. Then write three sentences about yourself on the lines.

Me

picture varies

, sentences vary

,
,

221

Word Order Can Change Meaning

If you change the order of the words in a sentence, you can change the meaning of the sentence.

Directions: Read the sentences. Draw a purple circle around the sentence that describes the picture.

Example:

The cat jumped over the dog.
The dog jumped over the cat.

1. The cat watched the bear.
The bear watched the cat.

2. The girl looked at the boy.
The boy looked at the girl.

3. The rabbit ran past the turtle.
The turtle ran past the rabbit.

219

Review

Directions: Put the words in the right order to make a sentence. The sentences will tell a story.

1. a good has Ann.
2. is the Mike named gerbil.
3. likes eat Mike to.
4. play to Mike likes.
5. happy is gerbil Mike.

, Ann has a gerbil.
, The gerbil is named Mike.
, Mike likes to eat.
, Mike likes to play.
, Mike is a happy gerbil.

222

Page 223 Words and pictures will vary.

Page 224 *Mom:* mirror, map *Dad:* pajamas, pen *Pat:* bank, book *Bill:* ball, doll

Page 225 Possible words: lap, lip, dig, rib, cap, fan, fin, map

Page 226 Words will vary.

Page 227 Results will vary.

Page 228 Game of checkers will vary, but students should know all the words

Page 229 Answers will vary.

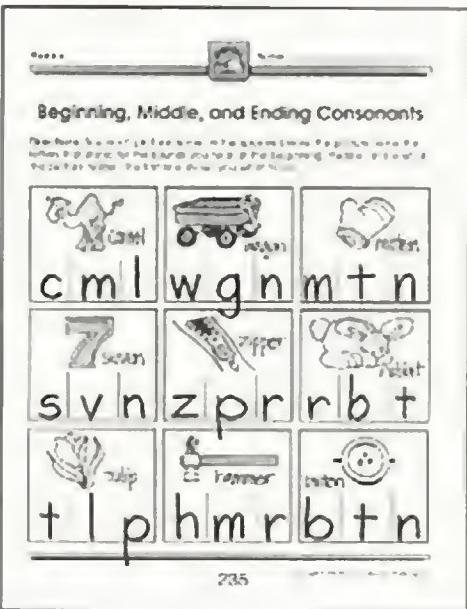
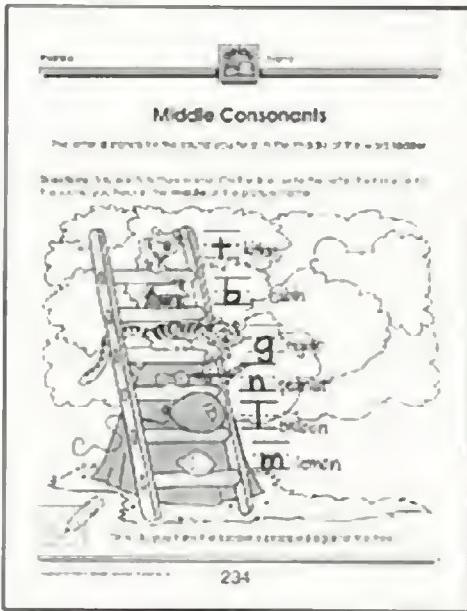
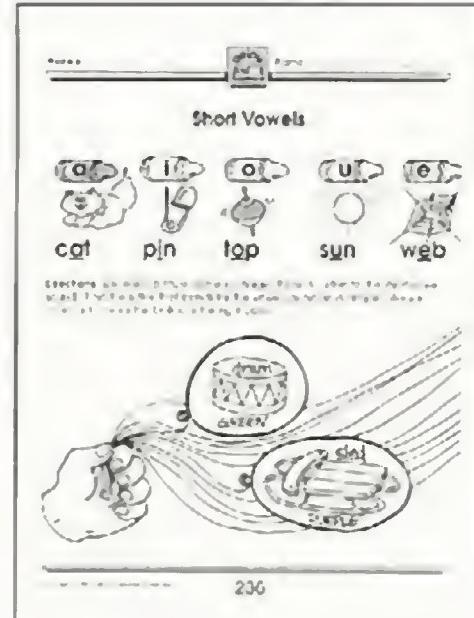
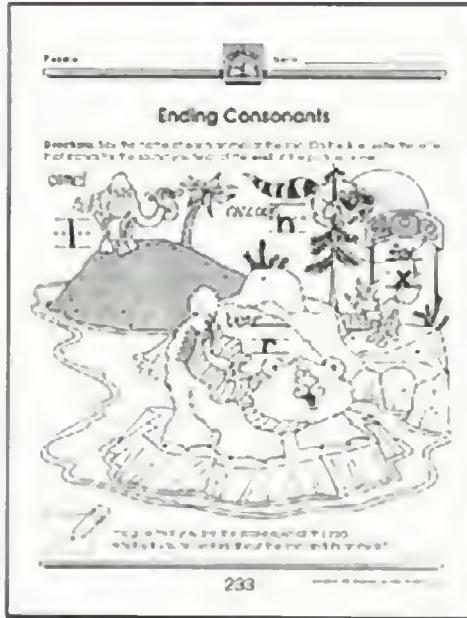
Page 230 Words with same meanings: little-small, silly-funny, below-under Words with opposite meanings: happy-sad, on-off, more-less, nice-mean, up-down; winner will vary

Beginning Consonants

Directions: Look at the letters on the puzzle. Decide which letter starts each word. Write the letter in the space next to the beginning of the word.

Beginning Consonants

Directions: Look at the letters on the puzzle. Decide which letter starts each word. Write the letter in the space next to the beginning of the word.



This worksheet is designed for reading comprehension of the book "Loo Loo and the Big Day at the Zoo". It includes sections for identifying characters, predicting plot points, and writing a summary.

Characters

- Loo Loo
- Mom
- Dad
- Brother
- Sister
- Grandma
- Grandpa
- Uncle
- Aunt
- Brother's friend
- Sister's friend
- Other people

Predictions

- What do you think will happen next?
- What do you think will happen after that?
- What do you think will happen at the end?

Summary

Write about what happened in the story.

Answer Keys

- 1. Loo Loo and his family go to the zoo.
- 2. They see many animals.
- 3. They have a picnic.
- 4. They see a tiger.
- 5. They leave the zoo.

A worksheet titled "Exploring Rhyming Words" featuring a central sun-like wheel divided into four quadrants with letters (e, i, o, u). A small figure is shown running around the wheel. To the left is a smaller wheel with the same letter segments. The right side contains a box for drawing and a writing area with the heading "Rhyming Words". There is also a decorative border with a sun and clouds.

Review Consonants and Short Vowels

Draw lines from the first letter of each word to the first letter of each illustration.

10	cup	bus
ten	mop	pig
pot	jet	fan
six		

The grid contains the following words and illustrations:

- Row 1: The number 10, a cup, a bus.
- Row 2: The word ten, a mop, a pig.
- Row 3: The word pot, a jet, a fan.
- Row 4: The word six, which has no corresponding illustration.

Rhyming Words

Directions: Trace the words. Then draw a picture of each word.

Tracing practice: bag rag tag

Tracing practice: pig big wig

Tracing practice: ten men pen

Tracing practice: hop mop top

Directions: Color the pictures.

Review Consonants and Short Vowels

Consonants are letters that are not vowels. The first letter of the alphabet is C.

All A's

at **at** **at** **at**

Peg has six rats in a box.

Ull U's

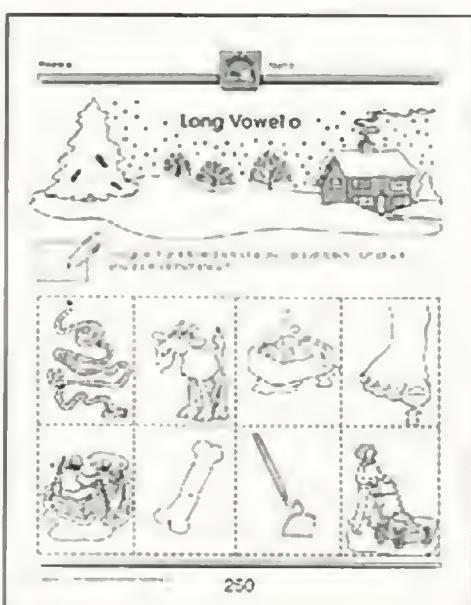
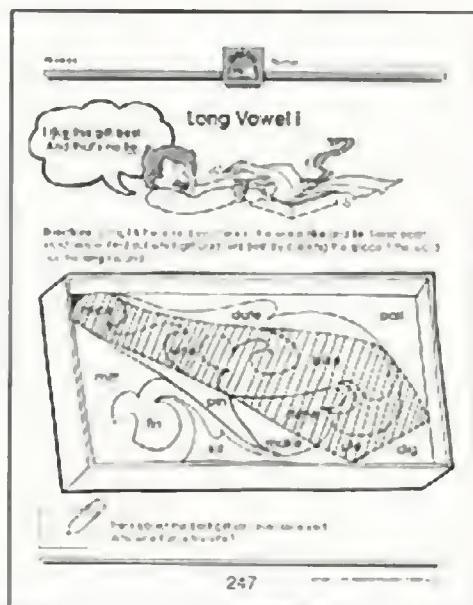
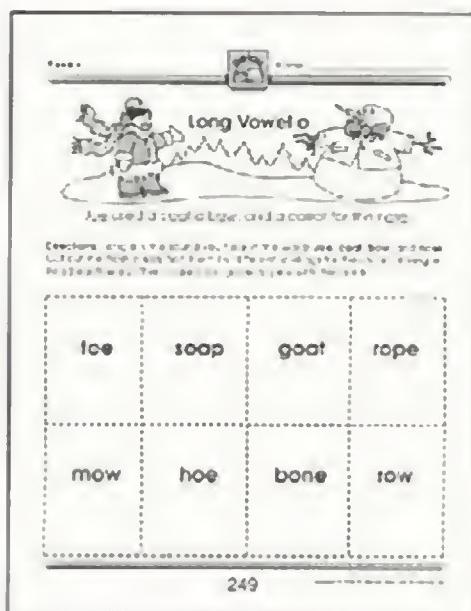
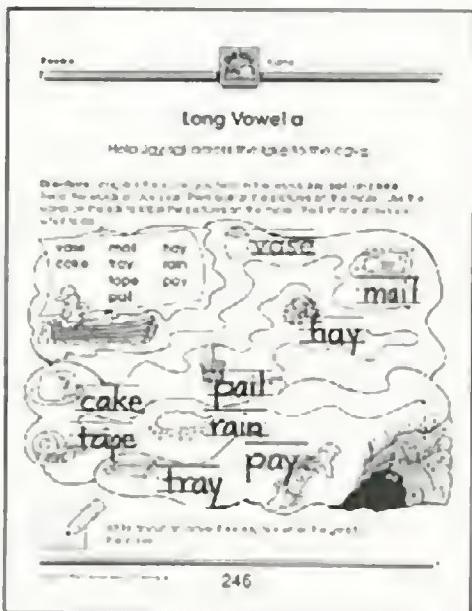
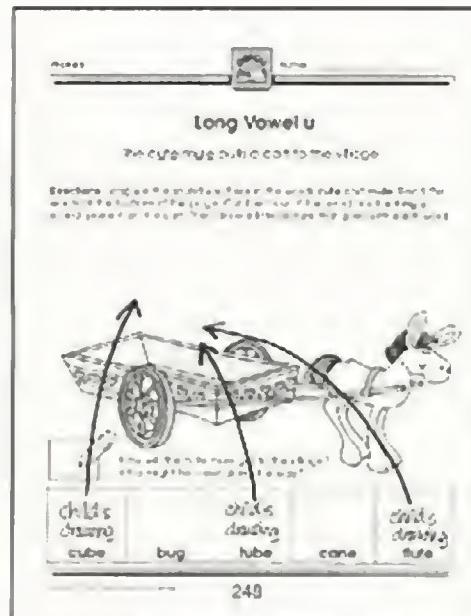
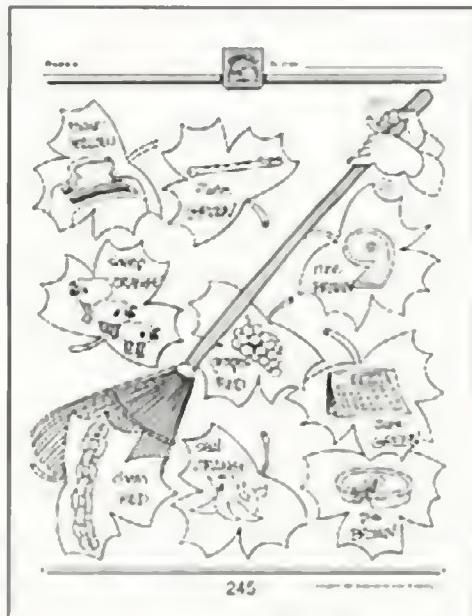
um **um** **um** **um**

Ten bugs sat on a big log.

Ell E's

ee **ee** **ee** **ee**

The pup tips the cup.



Long Vowel e

Long e is in the word *bed*.

Directions: Trace the long vowel e in the words below. Then draw a line from each word to the picture that shows the sound it makes.

bed	truck
dog	mail
cage	sheep
rain	meat
toad	seal

251

Long Vowels

Directions: Read the words below. After each word, write the letter that makes the long vowel sound in the word.

soap	mail	toad
rain	meat	seal

Directions: Write the words in the boxes below. Then draw a line from each word to the picture that shows the sound it makes.

paid
wait
load
seat

254

Exploring Short and Long Vowels

cap + e = cape

Directions: Add the ending -e to the short vowel words on the right. Then add the ending -ap to each word. Circle the ending -ap on each word. Then draw a line from each word to the picture that shows the sound it makes.

Directions: Use the word bank to make words using short and long vowels. Then draw a line from each word to the picture that shows the sound it makes.

e	can
o	hop
u	kit
a	tap
i	cub

252

A Plan for Reading

Directions: Listen to the story. Then answer the questions.

You need this box reading plan.

Read the story. Underline the words that have short vowel sounds. Then underline the words that have long vowel sounds. The vowel in each word tells the same story. Listen to the other words in the sentence. Can they tell the same story?

1. Listen to the first sentence.
2. Read the first sentence.
3. Listen to the second sentence.
4. Read the second sentence.

A Plan for Reading

After you have listened to CVC words, listen to CVCe words. These words end with a silent e. The silent e changes the vowel sound. Listen to the silent e words.

255

A Plan for Reading

Directions: Listen to the story. Then answer the questions.

You need this box reading plan.

Read the story. Underline the words that have short vowel sounds. Then underline the words that have long vowel sounds. The vowel in each word tells the same story. Listen to the other words in the sentence. Can they tell the same story?

A Plan for Reading

After you have listened to the CVCe words, listen to the CVC words. These words end with a single vowel. Listen to the vowel sound. Then underline the words.

253

Review Long Vowels

Directions: Listen to the words. Then underline each word that has a long vowel sound.

tune	refrigerator
bone	play
pie	play
sheep	pail
nine	water

A Plan for Reading

After you have listened to the CVCe words, listen to the CVC words. These words end with a single vowel. Listen to the vowel sound. Then underline the words.

256

Review Short and Long Vowels

Directions: Color each vowel. Use the colors below.

1. A as in apple	red
2. E as in elephant	blue
3. I as in iguana	yellow
4. O as in orange	orange
5. U as in umbrella	purple
6. R as in rabbit	pink
7. T as in tiger	green

Color command shapes in the sentence below.

—
—
—

257

Hard and Soft c

Get ready! Race through the city
and all the fun you can! Read about the cities
in the book and color them.

Directions: Color each letter with the color
that helps the hard sound or soft beginning letters.

Color the odd and even words in the boxes.
Then color the letters in the boxes.

Directions: Color each C and G. Color the C's that have the hard sound for the word. Color the G's that have the soft sound for the word.

Color command shapes in the sentence below.

—
—
—

260

Final y as a Vowel

Directions: Color the letters in the boxes that have the long vowel sound of y. Then color the letters in the boxes that have the short vowel sound of y.

Directions: Color the words. Color the words that have the long vowel sound of y. Color the words that have the short vowel sound of y.

1. boy	2. boy	3. boy
4. eye	5. eye	6. eye
7. toy	8. toy	9. toy

Color command shapes in the sentence below.

—
—
—

258

Hard and Soft g

Look! I see a gentle bird in my garden.
Reading command shapes in the boxes.

Directions: Color the letters in the boxes that have the hard sound of g. Color the letters in the boxes that have the soft sound of g.

Directions: Color the words. Color the words that have the hard sound of g. Color the words that have the soft sound of g.

1. game	2. game	3. game
4. goat	5. goat	6. goat

Color command shapes in the sentence below.

—
—
—

261

Final y as a Vowel

Directions: Color the words that have the long vowel sound of y. Color the words that have the short vowel sound of y.

1. sunny 2. sky
3. ninety 4. try
5. my 6. funny

Color command shapes in the sentence below.

—
—
—

259

S Blends

It's time to make the most of the blends we've learned so far.

Directions: Color the words that have the soft sound of s. Color the words that have the hard sound of s.

1. spider	2. sleep	3. song
4. snake	5. stink	6. soap
7. snail	8. slide	9. straw

Color command shapes in the sentence below.

—
—
—

262

L Blends

Look!	Sound!	Tracing	Handwriting
	clock	l - o - c - k	l - o - c - k
	bingo	l - i - n - g - o	l - i - n - g - o
	bump	l - u - m - p	l - u - m - p
	glove	l - o - v - e	l - o - v - e
	plum	l - u - m	l - u - m

Look! **Sound!** **Tracing** **Handwriting**

clownfish clownfish

umbrella umbrella

shovel shovel

flower bed flower bed

264

R Blends

brick train crab iron prize

Address
2 housesides
4 housesides
+ twenty housesides

Dear
bricklayer
2 housesides, one

prize
p r i z e

b a i
t r a i n

i c r a b
K

bricklayer
prairies

bricklayer
prairies

Phonics

Exploring Consonant Blends

Draw lines from the blends on the right to the words below. Then draw arrows from the blends to the letters they begin.

car
train
lion
train
train

bl dr gr pl str tr

A cartoon illustration of a steam train. The word "ain" is written above the engine. A lion is driving the train, which is carrying coal. The train has a star on its side.

Review Consonant Blends

Directions: Write the blends in the boxes below.

1. bl blend	dream
2. pl blend	stop
3. sl blend	spell
4. tr blend	store
5. st blend	star
6. sm blend	smile

209

Final Consonant Digraphs

Directions: Write the digraphs in the boxes below.

1. nd digraph	find
2. sh digraph	brush
3. ch digraph	inch
4. ck digraph	wash
5. ck digraph	check
6. ck digraph	duck
7. ch digraph	fish
8. ch digraph	peach
9. ch digraph	bench
10. ch digraph	black

212

Beginning Consonant Digraphs

Directions: Write the digraphs and words at the bottom of the page to form beginning consonant digraphs. Use the consonant digraphs to write the words below.

ch	ch
sh	sh
ch	sh

Directions: Circle the digraphs in the sentence. Use the words from the boxes above to make the digraphs in the sentence.

that shot, church, ship, change, own, that ship

270

A Plan for Reading

Directions: Read the sentence. Underline the words that have digraphs. Then circle the digraphs. Then underline the words that have vowel pairs. Then circle the vowel pairs.

1. The boy ate a pie.

2. The girl ate a peach.

3. The boy ate a pie.

4. The girl ate a peach.

Directions: Circle the digraphs in the sentence. Use the words from the boxes above to make the digraphs in the sentence.

A Plan for Reading

Directions: Circle the digraphs in the sentence. Use the words from the boxes above to make the digraphs in the sentence.

273

Beginning Consonant Digraphs

Directions: Write the blends in the boxes below.

sh	sh
th	th
ch	ch
wh	wh

Directions: Write the blends in the boxes below.

sh	sh
th	th
ch	ch
wh	wh

Directions: Write the blends in the boxes below.

sh	sh
th	th
ch	ch
wh	wh

271

Review Consonant Digraphs

Directions: Write the words under the picture of the house. Then underline the words that have digraphs. Then circle the digraphs.

chimney	shed	wheel	thimble
shoes	path	rock	

chimney
shed
wheel
thimble
shoes
path
rock

274

Review Your Plans for Reading

Directions: Fill in the boxes to show the words you will read. Use the boxes to help you read the words. Then draw a picture of a time when you used a plan to do something.

cvc	cvcc	cvce	cvc
Tom	will	take	mean
can	long	time	read
Jet	next	like	wait

(Handwritten note: I can read)

275

Use Your Plans for Reading

Directions: Write the words from the boxes in the boxes below. Use the boxes to help you read the words. Then draw a picture of a time when you used a plan to do something.

Pick can read take

Now
you
can
the
lead

Pick
cvc
a
plan,
and
read,
read,
read!

278

Sounds and Letters



car



fish



kitten



ball



bee



jet



top



hay



bean



kite



train



bed



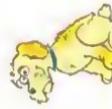
bib



nest



rake



dog



horse



mouse



fan



chair



goat



lion

Sounds and Letters



pig



thin



ax



window



tent



wheel



zoo



book



shoe



watch



pony



moon



sun



vase



fly



bone



rose



tube



yard



coat



quilt



cup